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## ABSTRACT

Abstracts of 98 documents of research, instructional, and other materials in vocational and technical education, drawn from the Educational Resources Information Center (ERIC) data base, and abstracts of 112 funded projects in progress are included in this publication. Document resumes are indexed by subject, author, and institution. Projects in progress are organized by state (and indexed by state and by subject), and include resumes or research projects, exemplary and innovative projects, and curriculum development projects. The document also contains a section on organizational resources, which lists names and addresses for research coordinating units, vocational and technical education periodicals, professional associations, and information systems and networks. The Program Improvement Data Base of the National Center Clearinghouse of the National Center for Research in Vocational Education is profiled. Ordering information for documents and subscriptions is provided. (The full text of most documents announced in this publication is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.) (KC)

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# Resources in Vocational Education

# 13

1980 Volume 13 Number 6

The National Center for Research in Vocational Education  
The Ohio State University  
1960 Kenny Road Columbus, Ohio 43210

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# The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

# Information Products

*The Complete VT-ED Cross-Reference Index for the AIM/ARM System*, compiled by Kathleen Jezierski and Joan Mitric, February 1978 ED 164 800

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service

*Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System*, by Kathleen Jezierski, February 1978 ED 164 799

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems

*Research and Development Projects in Vocational Education: FY 1970-1977: An Annotated Bibliography, Volume 1: Federally Administered Projects*, compiled by Ruth Gordon and others, January 1979 ED 170 532

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

*Research and Development Projects in Vocational Education: FY 1970-1977: An Annotated Bibliography, Volume 2: State-Administered Projects*, compiled by Ruth Gordon and others, January 1980 ED 182 499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

*Current Projects in Vocational Education—FY 1976: Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J)*, compiled by Wesley E. Budke and Ruth Gordon, February 1977 ED 138 782

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

*Current Projects in Vocational Education—FY 1977: Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J)*, compiled by Ruth Gordon and Lois Ann Sellers, February 1978 ED 151 611

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

*Current Projects in Vocational Education—FY 1978: Federally Administered Projects*, compiled by Ruth Gordon and others, June 1979 ED 173 622

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

*Current Projects in Vocational Education—FY 1978: State-Administered Projects*, compiled by Patricia Arthur and Wesley E. Budke, January 1980 ED 189 445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

*Current Projects in Vocational Education—FY 1979: State-Administered Projects*, compiled by Patricia Arthur and Wesley E. Budke, June 1980 ED 190 848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

*Projects in Progress—FY 1978: A Report for the Coordinating Committee on Research in Vocational Education*, compiled by Ruth Gordon and others, January 1979 ED 174 751

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

*Projects in Progress—FY 1979: A Report for the Coordinating Committee on Research in Vocational Education*, compiled by Ruth Gordon and others, June 1980 ED 189 362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

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Washington, DC

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The National Center for Research in  
Vocational Education  
The Ohio State University  
Columbus, Ohio 43210

Executive Director: Robert E Taylor

Disclaimer:

This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U S Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U S Department of Education position or policy.

Discrimination  
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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U S Department of Education, must be operated in compliance with these laws.

## Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

*Resources in Vocational Education* is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor  
Executive Director  
The National Center for Research  
in Vocational Education

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# SAMPLE DOCUMENT RESUME

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tially assigned to documents  
as they are processed

Author(s)

ED 181 219

CI 023 729

Cleavinghouse accession  
number

Matejc, Denise M.

Title

**Helping Families Adjust to Economic Change. A Project Report.**  
Rutgers, The State Univ., New Brunswick, N.J. Cooperative  
Extension Service

Sponsoring Agency—agency  
responsible for initiating fund-  
ing and managing the re-  
search project

Organization where document  
originated

Spons. Agency—Extension Service (DOA), Washington, D.C.  
Science and Education Administration

Report No.—XY2123

Pub Date—79

Date published

Contract—82-2-61104(21)

Note—151p. The appendixes contain small type and may not repro-  
duce well. For related documents see CI 023 725 729

Report Number assigned by  
originator

Contract or Grant Number

Available from—New Jersey Extension Service, Publica-  
tions Distribution Center, Dudley Road, New Brunswick, NJ  
08903 (\$4.00)

Descriptive Note (pagination  
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Alternate source for obtaining  
documents

Pub Type—Reports, Descriptive (141)

**EDRS Price - MF01/PC07 Plus Postage**

Publication Type—broad cate-  
gories indicating the form or  
organization of the document  
as contrasted to its subject  
matter. The category name  
is followed by the category  
code

Descriptors—\*Adult Programs, Budgeting, Community Service  
Programs, Consumer Economics, \*Consumer Education, Coun-  
seling Services, Credit (Finance), \*Curriculum Development,  
Economically Disadvantaged, Family Management, Financial  
Needs, Financial Problems, Insurance Programs, Investment,  
Low Income Groups, \*Money Management, \*Outreach Pro-  
grams, Program Development, Program Evaluation

Descriptors, subject terms  
which characterize substan-  
tive content. Only the major  
terms preceded by an aster-  
isk are printed in the subject  
index

Identifiers—Income Groups, New Jersey

Identifiers, additional identi-  
fying terms not found in the  
Thesaurus of ERIC Descrip-  
tors

ERIC Document Reproduction  
Service (EDRS) Availability  
"MF" means microfiche  
"PC" means reproduced pa-  
per copy. When described as  
Document Not Available  
from EDRS, alternate sour-  
ces are cited above. Prices  
are subject to change for  
latest price code schedule see  
section on "How to Order  
ERIC Documents" in the  
most recent issue of RIE

A project was developed to gain more insight into family financial  
problems, to identify these problems, and to formulate educational  
strategies to deal with and help solve these problems. This project  
was conducted in three phases, which included community outreach,  
development of educational materials, and evaluation. Three com-  
munities with different ethnic blends, similar income levels (middle  
to lower-middle), and moderately high unemployment rates were se-  
lected as project sites. The outreach program, which reached approx-  
imately 2,000 participants with consumer education information, in-  
cluded the use of a mobile unit, a home study course, work site educa-  
tional programs, paraprofessional counselors, and a closed circuit  
television network. The following are some of the project objectives  
which were achieved to the extent that the majority of those partici-  
pants who responded to the follow-up studies had changed their  
practices: (1) participants will spend their money more wisely and  
use their new knowledge and skills to extend and increase their  
resources to raise their standards of living, (2) participants will learn  
to develop a personal money management plan, (3) partici-  
pants will understand the concept of consumer credit and its advan-  
tages, disadvantages, and wise use, and (4) participants will under-  
stand the various types of insurance policies available and know how  
an insurance protection program can be adapted to their personal  
needs. (BM)

Informative Abstract

Abstractor's initials



# DOCUMENTS

## Resumes

The document resumes presented in this section are ordered by ED-number. Users may scan this section for documents of interest or use the subject, author, and institution indexes to locate documents in a specific field or produced by a particular author or institution.

**ED 177 317**

**CE 022 753**

Wheeler, Jeanette'D. And Others  
**Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-66601-3/79-FR(3)

Pub Date—79

Contract—300-77-0318

Note—240p. ; Some of the tables in this document may not reproduce well due to light print; For related documents see CE 022 751-755

Pub Type—Reports—Descriptive (141).  
 Reports—Research/Technical (143)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—\*Program Effectiveness, \*Sex Discrimination, \*Sex Stereotypes, \*Vocational Education, Activities, Case Studies, Information Sources, Program Costs, Program Descriptions, Program Development, Program Evaluation, Sex Fairness

Information on programs and activities which have been developed to reduce sex inequities in vocational education is provided. The document is organized into two sections: section 1 contains case studies of twelve programs selected from a nationwide search, and section 2 contains brief descriptions of twelve promising approaches to reducing sex inequity, also selected from the nationwide search. Each of the case studies includes the following components: program overview; background and development; program description, target population, staff, facilities, and activities (recruiting, instruction, support services, job development and placement, community involvement, and support); costs and funding sources; program effectiveness; program future; replicating the program; and contact person and program address. Each of the approach descriptions includes the following components: target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. (JH).

**ED 177 318**

**CE 022 754**

Dahl, Peter R. And Others  
**Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-66601-3/79-FR(4)

Pub Date—79

Contract—300-77-0318

Note—238p. ; For related documents see CE 022 751-755

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Tests, Questionnaires, Evaluation Instruments (160)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—\*Evaluation Methods, \*Program Evaluation, \*Research Methodology, \*Sex Discrimination, \*Sex Stereotypes, \*Vocational Education, Administrator Guides, Data Collection, Questionnaires, Research Design, Sex Fairness

This replication handbook describes procedures and provides instruments which educators can use to assess sex equity in their own settings. It has two major parts: (1) appendixes that provide copies of data collection materials developed during the Vocational Education Equity Study (interview forms for state directors, state agency personnel, local agency personnel, instructors, counselors and students, staff and student questionnaires, attitude and opinion items, and program and activity items), and (2) three introductory chapters that discuss the steps in the forms development and their use, research topics, research questions, data collection forms used in the Equity Study, and suggestions for expanding the coverage given to the research topics and questions. (JH).

**ED 177 319**

**CE 022 755**

Harrison, Laurie R. Dahl, Peter R.  
**Executive Summary of the Vocational Education Equity Study. Final Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-66600-4/79-FR

Pub Date—79

Contract—300-77-0318

Note—45p. ; For related documents see CE 022 751-754

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Sex Discrimination, \*Sex Stereotypes, \*Vocational Education, Data Collection, Federal Legislation, National Surveys, Program Evaluation, Research Reports, Sex Fairness, State Agencies

A congressionally mandated study was conducted to assess the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities. Seven major study objectives were developed. Two of these include the following: identify and analyze the various practices and activities at the state and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields; and develop criteria by which federal, state, and local administrators can measure progress in reducing sex discrimination and

stereotyping. Forty-nine states and the District of Columbia were visited in the spring of 1978. In addition, a school sample of 100 schools was selected on the stratified random basis, using the stratification variables of region of the country, city size, and type of school. The types of schools included in the sample are comprehensive high schools, vocational high schools, vocational centers, technical institutes, and community/junior colleges. From each school, four counselors, eight teachers, and thirty-five students were sampled, including sufficient numbers of nontraditional and ethnic minority students to determine if their responses differ from those of other students. (A summary of findings for each of the seven objectives is included in this document.) (JH)

ED 177 320

CE 022 810

Rosow, Jerome M.

**Changing Attitudes to Work and Life Styles.**

Work in America Inst. Scarsdale, N.Y.

Pub Date—78

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—\*Attitude Change, \*Life Style, \*Social Change, \*Values, \*Western Civilization, \*Work Attitudes, Family Life, Futures of Society, Institutional Role, Job Satisfaction, Moral Development, Occupational Aspiration, Opinions, Permissive Environment, Power Structure, Social Influences

The following statements summarize the author's analysis of changing attitudes to work and life styles in Western society (1) a permissive society has fostered a change in authority roles, (2) general mistrust toward big business is no longer limited to the public at large, (3) employees, supervisors, and managers all dislike and fear change, (4) changing attitudes toward work reflect the values of a post-religious society which no longer views work as punishment with a reward in the after life; (5) youth reflect much less commitment to the work ethic and greater cynicism in many areas; (6) older workers do not look retrospectively upon their careers with a real sense of achievement, (7) significant attitude changes in Japan reveal that the American young are not a peculiar breed and that for the first time work must compete with other personal values; (8) the era of rising entitlements has created a feeling that jobs, income, and a rising standard of life are no longer privileges, but a secured right; (9) changing attitudes toward work, combined with the revolution in social values, have opened a new interest in improving the quality of working life as the long term answer to a renewed motivation to work; and (10) changes in American moral and social values have been rapid and penetrating over the past decade but large organizations have been slow to change (BM).

ED 177 321

CE 022 823

Farley, Joanne

**Vocational Education Outcomes: A Thesaurus of Outcome Questions, Research and Development Series No. 170.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—67p. ; For related documents see CE 022 824-826 and ED 170 560

Pub Type—Reference Materials—Vocabularies/Classifications (134). Collected Works—Serials (022)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—\*Classification, \*Evaluation Criteria, \*Program Evaluation, \*Vocational Education, Educational Objectives, Postsecondary Education, Program Development, Program Effectiveness, Secondary Education, Thesauri

This thesaurus is designed to provide the vocational education community and its relevant audiences with a comprehensive, organized listing of outcome questions and hypotheses. The first of two sections includes a discussion of the importance as well as problems of attempting to develop a classification system for categorizing vocational outcomes. It also explains how the outcome questions are classified and how the reader can locate outcome questions of interest. The second

section contains 252 outcome questions categorized into three areas. (1) outcome questions having the individual as the affected entity, (2) outcome questions having social entities or society-in-general as affected entities, and (3) outcome questions having special needs sub-populations as affected entities. Outcome questions are further categorized according to educational level, and those that are economically or occupationally related and those non-economically related. Also included is an index of specific topics which identifies related outcome questions. (LRA)

ED 177 322

CE 022 824

Taylor, Carolyn M. And Others

**Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—113p. ; For related documents see CE 022 823-826 and ED 170 560

Pub Type—Reference Materials—Bibliographies (131) Collected Works—Serials (022)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—\*Evaluation Criteria, \*Evaluation Methods, \*Program Evaluation, Abstracts, Annotated Bibliographies, Data Collection, Educational Objectives, Program Content, Program Development, Program Improvement, Resource Materials

This bibliography contains annotations of more than eighty books, review-and-synthesis papers, research reports, evaluation studies, and state-of-the-art essays. Titles are listed alphabetically within one of the following five categories (1) data-base reports, (2) review-and-synthesis papers, (3) evaluation methodology, (4) empirical studies focusing on vocational education, and (5) miscellaneous documents. Data-base reports provide statistics and other information pertinent to national studies of vocational education outcomes, including explanations of various facets of vocational education evaluation. Documents that discuss evaluation methodology, models, frameworks, and systems applicable to vocational education are included in category 3. Category 4 includes studies investigating aspects of vocational education other than outcomes, such as program context, processes, resources (including facilities), goals, and student characteristics. The final category contains miscellaneous documents which discuss vocational education or themes vocationally related from a variety of perspectives. For example, youth employment is studied not only in terms of an outcome of vocational education programs, but also in terms of government-subsidized jobs. Following the annotations are three indexes which list all of the items included in the bibliography. These are arranged alphabetically by author, project identifier/publisher, and title (LRA).

ED 177 323

CE 022 825

Darcy, Robert L.

**Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—51p. ; For related documents see CE 022 823-826 and ED 170 560

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—\*Evaluation Criteria, \*Evaluation Methods, \*Program Evaluation, \*Vocational Education, Evaluation, Postsecondary Education, Program Improvement, Secondary Education

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education, this essay provides a perspective for evaluating vocational education in terms of outcomes.

The first of four sections provides a rationale for studying educational outcomes. Section 2 focuses on the nature and meaning of outcomes and the range and diversity of vocational education outcomes, and outlines an approach to outcomes evaluation within the general framework of vocational education evaluation. In addition, this section provides a list of thirty questions concerning possible outcomes of vocational education which illustrates the broad and diverse range of possible outcomes. Among the key issues identified in section 3 in the area of outcomes evaluation were (1) the definition of vocational education; (2) the specification of vocational programs as educational treatments; and (3) sources and uses of evaluative criteria and experimental controls, and the use of comparison groups in evaluating vocational education programs with respect to specified outcomes. The final section suggests an agenda for improving outcome evaluation. (LRA).

ED 177 324

CE 022 826

Bolland, Kathleen A.

**Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies.** Bibliography Series No. 49.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—135p. ; For related documents see CE 022 823-825 and ED 170 560

Pub Type—Reference Materials—Bibliographies (131). Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—\*Evaluation Criteria, \*Program Evaluation, \*Vocational Education, Abstracts, Annotated Bibliographies, Educational Objectives, Evaluation Methods, Postsecondary Education, Program Development, Program Effectiveness, Research, Research Reviews Publications, Secondary Education

As part of a project designed to identify appropriate and feasible methods of evaluating vocational education with respect to its outcomes, this bibliography contains descriptive and evaluative annotations of a selection of empirical studies of vocational education outcomes. Following a technical introduction discussing the methodological issues emphasized in the evaluative comments, thirty-one descriptive annotations are given. The annotation of each of the studies presents a discussion of the research questions and hypotheses; the study design, sample, and time frame; the statistical analysis; and the results and conclusions. It concludes with an evaluative segment addressing some of the methodological and substantive issues inherent in each study. A summary epilogue provides a discussion of the findings and methodological issues in the collection of studies. Three indexes (author, sponsor, and educational level) are provided. (LRA).

ED 177 326

CE 022 830

Harrell, Adele V. Wirtz, Philip W.

**Social and Educational Antecedents to Youth Unemployment.**

George Washington Univ. Washington, D.C. Social Research Group  
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—79

Contract—DOL-99-9-708-50-13

Note—189p

Pub Type—Reports—Research/Technical (143). Numerical/Quantitative data (110)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—\*Educational Experience, \*Employment, \*High School Graduates, \*Social Influences, \*Unemployment, \*Youth, Blacks, Economic Status, Employment Statistics, Family Characteristics, Females, Individual Characteristics, Labor Market, Males, Mexican Americans, National Surveys, Postsecondary Education, Research Reports, Spanish Americans, Tables Data

Identifiers—National Longitudinal Study High School Class 1972

Using data provided by the National Longitudinal Study of the High School Class of 1972, this report examines the amounts of employment and unemployment from 1972-1976 reported by

members of the class of 1972 who did not continue their full-time education beyond high school. A summary of findings is presented in chapter 1. Chapter 2 focuses on the relationship of the transition process of youth to adult to the labor market experience. Chapter 3 reviews the literature on status attainment, examining factors of differential labor market success identified in studies of the attainment of occupations with high prestige and/or income. The next three chapters investigate unemployment among youth who did enroll in full-time postsecondary education in the first four years after high school. The effects of family background, personal attributes, educational experiences, and the influence of other persons on cumulative unemployment across the four-year period are reported in chapter 4, along with the analyses of these factors among Black, Hispanic, male, and female subgroups of the sample in chapter 5. Chapter 6 examines unemployment in each of the four years (1972-1976) separately, incorporating the effects of prior labor market experience and transition to adult roles in the prediction of unemployment in later years. The final chapter briefly discusses the characteristics and educational experiences of youth associated with unemployment in the post-high school years. (JH).

ED 177 327

CE 022 842

Whiteford, Emma B.

**Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.**

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—\*Disadvantaged Youth, \*Handicapped Students, \*Individualized Instruction, \*Junior High School Students, \*Mainstreaming, \*Nutrition Instruction, Academically Gifted, Daily Living Skills, Exceptional Persons, Home Economics, Home Economics Education, Hygiene, Individual Development, Nutrition, Self Concept, Special Education, Teaching Guides

As a part of the general project investigating how home economics teachers can adapt their teaching methods and materials to the special needs students, this individualized instructional guide is designed to provide practical information, suggestions, and guidance for the classroom teacher. Following a brief description of special needs students, individualized instruction, and suggestions for planning a classroom program, two individualized units of study are presented. The first unit, meeting nutritional requirements for food and water, focuses on six key nutritional requirements (1) carbohydrates, (2) water, (3) minerals, (4) vitamins, (5) fats, and (6) proteins. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity are included. The second unit, enhancing the self-image, focuses on three areas: personal care, consideration of others, and lasting impressions. Specific student activity cards are presented for each area, along with teacher guidelines for using the activity cards. (LRA)

ED 177 328

CE 022 864

Amberson, Max L., And Others

**Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).**

Montana State Univ. Bozeman. Montana Agricultural Experiment Station

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Agribusiness, \*Agricultural Occupations, \*Agricultural Production, \*Employment Projections, \*Labor Force, \*Labor Needs, Agricultural Education, Employment Opportunities, Employment Patterns, Labor Demands, Labor Market, Labor Utilization, Surveys, Trend Analysis

Identifiers—Montana

To determine the nature and extent of rural youth and adult educational and employment opportunities, this study assessed existing and

projected job titles in agricultural production and the agribusiness sector of Montana's economy. Using job position taxonomies identified by the United States Office of Education, two survey instruments were prepared. A total of 433 (31%) agricultural production survey instruments were returned with 283 producers indicating that they used either part-time or full-time labor. Agricultural production job titles with the greatest number of employees were (1) general livestock worker, (2) general crops and livestock worker, (3) farm machinery operator, (4) agricultural mechanics, (5) combination foreman, and (6) general crops worker. A total of 386 usable agribusiness questionnaires were returned indicating that the only overall decrease in positions appears in agricultural products part-time positions. The lowest mean full-time salary appeared in ornamental horticulture, and the highest full-time salary appeared in agricultural products. In addition, the majority of positions surveyed did not require extensive previous experience and could be filled by persons with the appropriate education levels who could be trained on the job. (The survey questionnaire is appended.) (LRA).

ED 177 329

CE 022 881

Roby, Wallace R. Juzwic, William

**Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.**

Norwich Board of Education, Conn

Spons Agency—Connecticut State Dept. of Education, Hartford Div. of Vocational Education

Pub Date—78

Pub Type—Reports—Descriptive (141). Tests, Questionnaires, Evaluation instruments (160)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—\*Job Skills, \*Program Evaluation, \*Test Construction, \*Testing, \*Vocational Education, Employment Qualifications, Evaluation Needs, Objectives, Performance Specifications, Program Descriptions, Secondary Education, Skill Development, Tests

Identifiers—Connecticut.

A project was conducted to (1) develop test exercises for identified skills important to success in many occupations, (2) field test their practicality of administration in Norwich, Connecticut, vocational programs, and (3) survey opinions of employers and educators regarding test exercise generalizability across occupational fields and potential to measure on-the-job behaviors. Based upon skills identified by the National Assessment of Educational Progress (NAEP) as being generally useful in careers, basic work skill exercises were prepared for the forty-seven objectives published by NAEP. A questionnaire was designed as a guide for evaluating the exercises by persons who had close contact with upper grade students or graduates now working on jobs. Among the findings of the questionnaire were that reviewers rated the stated objectives as important to the job success of high school graduates and the work skill exercises as generalizable to a broad range of occupations. (Appended material includes the assessment exercises for work-skill goal areas and objectives generally useful in a broad range of occupations and careers.) (LRA).

ED 177 330

CE 022 886

**Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.**

Renton School District 403; Wash

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—79

Pub Type—Reports—Research/Technical (143).

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Administrator Attitudes, \*Program Effectiveness, \*Secondary Education, \*Vocational Education, Administrator Characteristics, Induction, Relevance Education

Identifiers—Washington

This study was conducted to gain an in-depth understanding of the currently held feelings and beliefs of school administrators toward vocational education. One hundred thirty-five secondary school principals and superintendents were interviewed using inductive methodology to gather imperial data. Based on the interviews, administrators were classified into two major categories: true believers

and non-believers. Among the findings of the study were that (1) true believers contended that students needed to possess saleable job skills upon leaving high school, (2) non-believers were comprised of persons either who perceived the role of vocational education to be exploratory rather than specialized training or who totally rejected the worth of job training at the secondary school level, and (3) all administrators indicated a concern for compliance with statutes, rules, and regulations associated with approved vocational programs, but there were dramatic differences in how administrators allowed these requirements to impact on program development and implementation. (LRA)

ED 177 331

CE 022 889

Bayne, G. Keith Caton, Hilda

**Developing Teacher Competencies in Working with Handicapped Students. Final Report.**

Louisville Univ. Ky. Dept. of Occupational and Career Education

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—\*Competence, \*Handicapped Students, \*Mainstreaming, \*Teacher Education, \*Vocational Education, Competency Based Teacher Education, Handicapped Children, Inservice Teacher Education, Research Reports, Special Education, Surveys, Vocational Education Teachers

A project was conducted to (1) identify teacher competencies needed for mainstreaming handicapped students into regular vocational programs and (2) identify, modify, and/or develop strategies for developing vocational teacher competencies needed for mainstreaming. Based on a review of the literature, 123 competency statements were selected and grouped into seven areas: classroom management, planning, and teaching methods; coordination of cooperative vocational education; counseling and human relations; curriculum development; assessment of student progress and analysis of student needs, program management, and professional development. From this list a panel of consultants selected sixty-two competencies which were essential but not a part of the regular vocational teacher education curriculum. Special education teachers, special vocational education teachers, and vocational teachers were surveyed using an instrument based on the sixty-two competencies. Survey findings indicated a high level of agreement between vocational teachers and special education teachers regarding the importance of competencies. In addition, it was found that special educators perform the competencies daily or weekly, whereas the vocational and special vocational teachers performed the tasks occasionally or never. (A model program consisting of a set of competencies, along with performance objectives for achieving them, is presented. The survey questionnaire is appended.) (LRA).

ED 177 332

CE 022 896

Martin, Wanda M. Ed. Terry, Arthur F. Ed

**Sex Equity Guidelines for Teacher Educators.**

Interinstitutional Consortium for Career Education, Salem, Oreg

Spons Agency—Oregon State Dept. of Education, Salem

Pub Date—79

Pub Type—Guides/Methods, Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Nondiscriminatory Education, \*Program Improvement, \*Sex Discrimination, \*Sex Fairness, \*Teacher Education, Career Education, Guidelines, Higher Education, Sex Differences, Sex Stereotypes

Identifiers—Oregon

Designed to facilitate the ongoing efforts of Oregon colleges and universities in preparing educational personnel for the development and conduct of career education activities, this document recommends guidelines for sex equity in teacher education programs. Following a brief review of the literature documenting sex bias in public schools, guidelines are presented in eight areas. (1) policies, (2) staffing, (3) scholarly activity, (4) instruction, (5) curriculum, (6) counseling, (7) institutional and interinstitutional leadership, and (8) community outreach. In addition, suggestions for the implementation strategies.



Appended material includes three self-quizzes for teachers and teacher educators and a guide for student teaching. (LRA).

ED 177 333

CE 022 897

Kenneke, Larry J. Ed. Terry, Arthur F. Ed  
Evaluating Career Education Components in Teacher Education Programs.

Interinstitutional Consortium for Career Education, Salem, Oreg  
Spons Agency—Oregon State Dept. of Education, Salem  
Pub Date—79

Contract—SEA-24-000-188

Note—68p. ; Some pages in this document will not reproduce well due to light type

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Career Education, \*Evaluation, \*Information Dissemination, \*Program Evaluation, \*Teacher Education, Competence, Competency Based Teacher Education, Data Collection, Educational Assessment, Evaluation Methods, Guidelines, Higher Education, Minimum Competency Testing

Identifiers—Oregon

Designed to assist practitioners with the actual conduct of career education program evaluations in teacher education, this handbook has four sections which parallel the evaluation process. The first section describes the evaluation process and the need to assess the audience to be in a better position to decide on the procedures to use and the answers to seek. Section 2 is a guide to identifying the competencies to evaluate, listing the activities which lead to the fulfillment of the competencies, and writing evaluation questions. The third section focuses on the development of an information plan for each competency to be evaluated. It is suggested that efficient information collection requires specification of the time and place for gathering information and deciding who will participate in the evaluation and be responsible for collecting and analyzing the data. The final section describes eight ways to share evaluation findings: (1) comprehensive technical reports, (2) technical report supplements, (3) executive summaries, (4) multiple short reports targeted to the information needs of different audiences, (5) popularized reports, (6) news releases, (7) oral presentations, and (8) audiovisual presentations. Appended material includes a list of career education competencies, a competency description worksheet, and a data collection worksheet. (LRA).

ED 177 334

CE 022 925

Hillson, John

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Agricultural Education, \*Followup Studies, \*Graduate Surveys, \*High School Graduates, \*Student Attitudes, \*Vocational Education, Comparative Analysis, Educational Change, High Schools, Job Placement, Program Evaluation, Program Improvement, Research Reports, School Role, Secondary Education, Success, Surveys

Identifiers—United States (South), Virginia

The purpose of this study was to determine and report the impact of high school agricultural education upon the occupational success of 1974 graduates in Virginia and compare this data with nine other Southern states. One hundred sixty-eight 1974 graduates were identified by the 10% of the Virginia agricultural education departments selected for the study. A total of eighty-two graduates responded to the questionnaire, which was designed to (1) determine the current status of high school graduates with regard to occupations, further education, economic level, and other demographic factors, (2) ascertain the perceived value of the various components of the agricultural education program by program completers, and (3) determine the reaction of program completers to recent and proposed changes in the agricultural education program. Among the findings for Virginia were that 22.0% of the graduates had gone as far as post-high school education, 54.9% had completed three years of high school

agricultural education, 46.3% had belonged to the Future Farmers of America for three years, and 44.9% had had a supervised occupational experience for two years or less. In addition, the median income was \$8,437.50 for Virginia graduates as compared to \$11,133.37 for the ten Southern states. (The survey questionnaire is appended.) (LRA).

ED 177 335

CE 022 943

Jeziarski, Kathleen, Ed  
Resources in Vocational Education, 1978. Volume 11, Number 5.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0032

Note—100p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Research Projects, \*Technical Education, \*Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA).

ED 177 336

CE 022 944

Arthur, Patricia, Ed

Resources in Vocational Education, 1978. Volume 11, Number 6.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0032

Note—103p. ; Not available in paper copy due to small print

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Research Projects, \*Technical Education, \*Vocational Education, Abstracts, Annotated Bibliographies, Career Education, Curriculum Development, Instructional Materials, Serials

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, reci-

piant institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA).

**ED 177 337**

CE 022 946

Miller, Geoffrey Clark

Proud Option Project. Final Report.

Alpha Group, Wellesley Hills, Mass

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—G007603723

Note—156p. ; For related documents see CE 022 947-948

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—\*Educational Diagnosis, \*Institutionalized Persons, \*Program Development, \*Severe Disabilities, \*Task Analysis, \*Vocational Education, Behavioral Objectives, \*Curriculum Development, Difficulty Level, Individualized Programs, Job Analysis, Job Development, Job Placement, Job Skills, Program Descriptions, Skill Development, Student Evaluation

Identifiers—Massachusetts (Palmer), Proud Option

Project Proud Option of Palmer, Massachusetts, had the following objectives (1) develop and implement a system for assessing the functioning levels of handicapped students in institutional schools as these functional levels relate to already existing job task outlines and performance objectives; (2) develop new job opportunities within the community which would be appropriate to the functioning levels of students living in institutional schools; (3) develop curricula modifications which would be specifically designed to move students from their assessed functioning levels to those which must be attained in order to perform specific job tasks; and (4) develop and initiate a procedure which would insure the successful job placement of each institutional school student participating in the project who received a vocational education appropriate to his/her functioning level. A target population of 224 students between the ages of 14 and 22 was identified. Fourteen of these students were selected to receive training at a regional vocational-technical high school while the remaining 210 students received vocational training within the grounds of their own institution. The project produced two principal products: a Student Functional Profile (CE 022 948) and a Job Functional Profile (CE 022 947). Briefly, these two tools demonstrated that successful job placement requires that educators do not start with the student but with where they want to take him or her. (BM).

**ED 177 338**

CE 022 947

Miller, Geoffrey Clark

Job Functional Profile.

Alpha Group, Wellesley Hills, Mass

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—G007603723

Note—133p. ; Not available in paper copy due to light print; For related documents see CE 022 946-948

Pub Type—Tests, Questionnaires, Evaluation instruments (160). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Educational Diagnosis, \*Handicapped Students, \*Individualized Programs, \*Job Analysis, \*Vocational Education, Difficulty Level, Guides, Job Development, Job Skills, Skill Development, Task Analysis, Tests

Identifiers—Massachusetts (Palmer), Proud Option

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Job Functional Profile, the assessment guide contained in this document, provides a

strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. This document presents the strategy in four phases: (1) initiating—the contacts within the business community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job, and (4) transferring that information or more detailed job descriptions back to the Student Functional Profile (CE 022 948) for relevant training. A narrative history of the project, a resource bibliography, and examples of additional core skills are appended. (BM).

**ED 177 339**

CE 022 948

Miller, Geoffrey Clark

Student Functional Profile.

Alpha Group, Wellesley Hills, Mass

Spons Agency—Alabama Consortium for the Development of Higher Education, Demopolis

Pub Date—78

Contract—G0076003723

Note—272p. ; For related documents see CE 022 946-947, Parts may not reproduce clearly

Pub Type—Tests, Questionnaires, Evaluation instruments (160)

Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Educational Diagnosis, \*Handicapped Students, \*Individualized Programs, \*Student Evaluation, \*Vocational Education, Basic Skills, Communication Skills, Daily Living Skills, Difficulty Level, Guides, Job Skills, Psychomotor Skills

Identifiers—Massachusetts (Palmer), Proud Option

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job, (2) the functional skill levels of a particular student, (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum, and (5) a relevant individualized education program for handicapped people based on real world tasks. The Student Functional Profile, the assessment guide contained in this document, presents a process for assessing a student's functional skill levels in five developmental areas: activities of daily living, motor, communication, quantitative, and independent living skills. Also, forms are provided for identifying key objectives, summarizing the individual student's skills on a scan profile, and matching student's profile with the job profile. Examples, resources, and additional forms are appended (BM).

**ED 177 340**

CE 022 975

Mitchell, Brenda

Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.

EPD Consortium D, Richardson, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—\*Home Economics, \*Home Economics Teachers, \*Home Visits, \*Program Effectiveness, \*Teacher Attitudes, Research Reports, Secondary Education, Student Teacher Relationship, Teacher Characteristics, Vocational Education

Identifiers—Texas

A survey of useful homemaking teachers in the state of Texas was conducted to identify the status of home visitations as a part of vocational homemaking education. All useful homemaking teachers (2,501) were mailed questionnaires which addressed specific concerns related to home visitations. Seventeen research questions provided the framework for development of the survey instrument. The first question evaluated variables which might be related to the percentage of students visited during the regular school year. Other research questions were concerned with qualitative aspects of home visitation as a part of vocational homemaking education. Analysis of the questionnaires returned by seventy-two percent of the teachers revealed that useful homemaking teachers believe that home visitations are somewhat important and should continue to be a part of homemaking

programs, although they are not satisfied with the current status of home visits. Furthermore, it was concluded that a majority of the homemaking teachers perceived that school administrators considered home visitations as somewhat important or unimportant to the total vocational homemaking program at their schools. (Included in the appendixes is a copy of the research instrument.) (LRA).

**ED 177 341**

CE 022 978

Cepica, M. J.

**Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.**

Texas Tech Univ. Lubbock

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Research/Technical (143)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—\*Administrator Attitudes, \*Agricultural Education, \*Program Improvement, \*Summer Programs, \*Teacher Attitudes, \*Vocational Education, Agricultural Production, Guidelines, Program Attitudes, Program Content, Research Reports, Secondary Education, Surveys

Identifiers—Texas

A study was conducted to (1) identify basic components included in Texas vocational agriculture summer programs, (2) determine teacher, administrator, state staff, and teacher educator perceptions of the relative importance of groups of activities included in the summer program, and (3) recommend guidelines for basic summer program operation. Three survey instruments were developed based on nine major areas of importance to the summer program identified by the state advisory committee: supervising occupational experience programs, working with new students, professional improvement, program planning, adult and young farmer education, conducting Future Farmers of America activities, improving facilities, public relations, and records and report. Questionnaires were returned by 956 teachers, 265 administrators, and 54 state staff personnel and teacher educators. Findings indicate that those administrators responsible for planning and supervision of the summer program are not in agreement with teachers responsible for conducting it. Administrators ranked program planning as most important of the nine areas, and supervision of occupational experience programs as second. Teachers, state staff, and teacher educators ranked supervision of occupational experience programs first. (Guidelines for summer programs in each of the nine areas are presented, along with the three survey instruments.) (LRA).

**ED 177 343**

CE 022 981

**Competency-Based Preservice Construction Trades Curriculum.**

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

**EDRS Price—MF04/PC28 Plus Postage**

Descriptors—\*Building Trades, \*Competency Based Teacher Education, \*Preservice Teacher Education, \*Teaching Skills, \*Trade and Industrial Education, Behavioral Objectives, Building Plans, Carpenters, Curriculum Guides, Electricity, Heating, Landscaping, Learning Activities, Masonry, Plumbing

This curriculum guide consists of a comprehensive list of competency-based performance objectives dealing with selected skill and knowledge competencies considered basic to the preparation of teacher-educators in residential building construction. Thirteen units of instruction subclassified into forty-one teaching sections are included with accompanying statements of objectives and instructional formats. Each section contains suggested teaching activities, instructional methods, instructional materials needed, and references. Also included are content information sheets, transparency masters, and assignment sheets with answers. The titles of the units are as follows: preconstructional planning; laying out the structure; building foundation masonry/concrete walls; forming, placing, and finishing concrete (horizontal); carpentry (framing the structure); carpentry (enclosing the structure); plumbing (rough-in); heating and cooling (rough-in);

electrical (rough-in); carpentry (interior finish); painting and finishing; mechanical trades (completion); and landscape design. (JH).

**ED 177 344**

CE 022 993

Wirwinski, Jerry L. Comp

**Handbook for the Identification and Assessment of Disadvantaged Learners.**

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—\*Disadvantaged Youth, \*Evaluation Methods, \*Handicapped Students, \*Student Evaluation, \*Vocational Education, Guides, Mainstreaming, Needs Assessment, Postsecondary Education, Secondary Education, Student Needs

Identifiers—United States

Designed to generate evaluative information to support instructional decision-making and to support administrative operations, this handbook consists of two major sections: (1) an overview of a comprehensive system for learner identification and assessment, and (2) a selection of sample resource procedures and forms that will facilitate implementation of the system. The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the system includes activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented. The second section contains evaluation instruments that have been found to provide useful identification assessment information when working with special needs learners in vocational education.

Included are sample identification forms, sample preassessment forms, sample formative and summative assessment forms, and sample followup assessment forms. Appended material includes a classification system for the disadvantaged and federal guidelines for identifying disadvantaged and handicapped persons in vocational education programs (LRA).

**ED 177 345**

CE 023 015

**Handbook for Career Exploration Program Development. Second Edition.**

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—National Inst of Education (DHEW), Washington, D C.

Pub Date—77

Contract—NE-C-004-0011

Note—103p. For related documents see CE 023 064-067, CE 023 166, and CE 023 170-172

Available from—Research for Better Schools, Inc. 444 North Third Street, Philadelphia, PA 19123 (\$8.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—\*Career Education, \*Career Exploration, \*Experiential Learning, \*Program Development, \*School Community Relationship, Career Awareness, Career Development, Discovery Learning, Guidelines, Interests, Secondary Education, Vocational Interests

Prepared for use with the Research for Better Schools experience-based career education model, this handbook is designed to assist school personnel to formulate concrete and flexible responses to the challenges of developing exploration programs in collaboration with personnel from community resource sites. The handbook is divided into five chapters. Presenting an overview of exploration program development, the first chapter describes pre-operational tasks and operational tasks that must be performed by school personnel when planning and implementing career exploration programs. Chapter 2 discusses four target areas in which teaching efforts have focused in successful exploration programs: (1) employer and community contexts, (2) careers, (3) practical career information, and (4) use of facts, observation, and experience in personal decision making. The third



chapter presents guidelines for conducting a site analysis with site personnel. Chapter 4 presents guidelines for selecting and sequencing learning activities. Also presented is an outline showing the continuum of learning activities, showing each variation and illustrating its use with an example from actual program experience. The final section provides a method for monitoring and documenting program learning activities. Sample plans for implementing exploration programs are appended. (LRA).

ED 177 347

CE 023 042

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Depleted Resources, \*Energy, \*Energy Conservation, \*Futures of Society, \*Instructional Materials, \*Vocational Education, Conservation Education, Fuel Consumption, Fuels, Postsecondary Education, Resources, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the first in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to instill awareness that there is a growing crisis in energy supply. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) an overview of energy supply sources, including oil, gas, coal, nuclear, and hydro-electric power; and (2) a discussion of potential of alternate energy sources such as solar power, wind, geothermal, tidal power, ocean thermal, and biomass. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module (BM).

ED 177 348

CE 023 043

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 2: Surveying Energy Usage.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Depleted Resources, \*Energy Conservation, \*Fuel Consumption, \*Instructional Materials, \*Use Studies, \*Vocational Education, Conservation Education, Energy, Futures of Society, Postsecondary Education, Resources, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the second in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, to be integrated with the other ten modules into a program on energy conservation, or to be integrated into conventional vocational courses as a unit of instruction. The objective of this module is to train secondary and postsecondary students to recognize energy needs, energy consumption patterns, and conservation measures in several areas of use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) residential/commercial energy use and conservation, (2) industrial energy use and conservation; (3) agricultural energy use and conservation; and (4) transportation energy use and conservation. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 349

CE 023 044

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 3: Understanding Utility Bills.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Costs, \*Energy Conservation, \*Instructional Materials, \*Services, \*Utilities, \*Vocational Education, Conservation Education, Energy, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the third in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 5-7). The objective of this module is to introduce the student to utility bills used for residential and commercial customers. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following five units: (1) electric meters; (2) electric rates, (3) the electric bill; (4) gas meters and gas rates; and (5) the gas bill. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module (BM).

ED 177 350

CE 023 045

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 4: How to Search for Energy Conservation Opportunities.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Energy, \*Energy Conservation, \*Home Management, \*Instructional Materials, \*Use Studies, \*Vocational Education, Conservation Education, Consumer Economics, Fuel Consumption, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the fourth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself, or as a prerequisite to all or any of the modules in this series. The objective of this module is to train secondary and postsecondary students in the recognition of energy users in the home and the implementation of energy conservation measures to manage energy consumption and energy efficiency. The text emphasizes the importance of recognizing energy users in the home and developing a conscious awareness of energy efficiency and energy management. It discusses the techniques of looking for energy conservation opportunities in the home and preparing checklists for monitoring these opportunities. The information is presented in lecture format accompanied by checklists and illustrations. A bibliography and several handouts supplementing the text material are found at the end of the module (BM).

ED 177 351

CE 023 046

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 5: Lighting Conservation Opportunities.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Efficiency, \*Energy Conservation, \*Instructional Materials, \*Utilities, \*Vocational Education, Conservation Education, Energy, Lighting, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the fifth in a series of eleven modules in an energy



conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or part of a sequence of four modules on understanding utilities (see also modules 3, 6, and 7). The objective of this module is to train students to recognize energy-related factors in lighting, including differences in light bulbs and fixtures. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) lighting efficiency, (2) estimating lighting requirements, and (3) tips for better lighting efficiency. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

## ED 177 352

CE 023 047

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 6: Hot Water Heating Conservation Opportunities.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Energy Conservation, \*Instructional Materials, \*Use Studies, \*Utilities, \*Vocational Education, Conservation Education, Consumer Economics, Efficiency, Energy, Home Management, Postsecondary Education, Secondary Education, Solar Radiation, Teaching Guides

Identifiers—Texas, Water

This module is the sixth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see also modules 3, 5, and 7). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in residential hot water heating and domestic hot water use. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) domestic hot water use, (2) water conservation; and (3) consider solar water heating. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

## ED 177 353

CE 023 048

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 7: Appliance Energy Conservation Opportunities.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Electrical Appliances, \*Energy Conservation, \*Instructional Materials, \*Use Studies, \*Utilities, \*Vocational Education, Conservation Education, Consumer Economics, Efficiency, Energy, Home Management, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the seventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on understanding utilities (see modules 3, 5, and 6). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible opportunities for conservation in the use of residential and small commercial appliances. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following two units: (1) appliance energy use, and (2) appliance labeling program. The information in each unit is presented in lecture format accompanied by laboratory exercises and question/examples for class discussion. A bibliography and several charts illustrating the text

material are found at the end of the module. (BM)

## ED 177 354

CE 023 049

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 8: Building Construction Versus Energy Conservation.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Building Design, \*Climate Control, \*Construction Needs, \*Energy Conservation, \*Instructional Materials, \*Vocational Education, Conservation Education, Energy, Fuel Consumption, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the eighth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on conservation in building construction and operation (see also modules 9-11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in building construction and design. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) construction considerations before building, (2) building site and design, (3) weatherization, and (4) weatherization student workbook. The information in the first three units is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

## ED 177 355

CE 023 050

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 9: Human Comfort and Energy Conservation.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC 04 Plus Postage

Descriptors—\*Climate Control, \*Energy Conservation, \*Human Body, \*Instructional Materials, \*Thermal Environment, \*Vocational Education, Building Operation, Climate, Conservation Education, Energy, Postsecondary Education, Secondary Education, Teaching Guides

Identifiers—Texas

This module is the ninth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 10, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy conservation for creature comfort and thermal control. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following three units: (1) the nature of thermal comfort in humans, (2) how natural climates and artificial environments are defined, and (3) controlling buildings for thermal comfort. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM)

## ED 177 356

CE 023 051

**Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 10: Heating Ventilating, and Air Conditioning Conservation Opportunities.**

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—\*Building Operation, \*Climate Control, \*Energy Conservation, \*Fuel Consumption, \*Instructional Materials, \*Vocational Education, Air Conditioning, Conservation Education, Energy, Heating, Postsecondary Education, Secondary Education, Teaching Guides, Use Studies, Ventilation

Identifiers—Texas

This module is the tenth in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 11). The objective of this module is to train students in the recognition, implementation, and utilization of energy consumption and possible conservation in heating, ventilating, and air conditioning. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) fundamentals of heating and cooling; (2) heating systems; (3) cooling systems; and (4) duct work. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several charts illustrating the text material are found at the end of the module. (BM).

ED 177 357

CE 023 052

Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.

Navarro Coll. Corsicana, Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Costs, \*Energy, \*Energy Conservation, \*Instructional Materials, \*Methods, \*Vocational Education, Climate Control, Conservation Education, Consumer Economics, Fuel Consumption, Home Management, Postsecondary Education, Secondary Education, Teaching Guides, Use Studies

Identifiers—Texas

This module is the eleventh in a series of eleven modules in an energy conservation curriculum for secondary and postsecondary vocational students. It is designed for use by itself or as part of a sequence of four modules on energy conservation in building construction and operation (see also modules 8, 9, and 10). The objective of this module is to train students in the recognition, implementation, and utilization of energy economics in energy consumption and possible energy conservation. First, an introduction to the module and definitions of key terms are provided. Next, the text is presented in the following four units: (1) energy use and demand profiles; (2) energy use and demand profiles in the home; (3) energy conservation methods and trade-offs; and (4) energy costing and accounting. The information in each unit is presented in lecture format accompanied by laboratory exercises and questions/examples for class discussion. A bibliography and several tables illustrating the text material are found at the end of the module. (BM).

ED 177 363

CE 023 070

The Effects of Providing Pre-Vocational Services to Handicapped Young Adults to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report.

Attending Staff Association of Rancho Los Amigos Hospital, Inc. Downey, Calif

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education

Pub Date—76

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Disabilities, \*Prevocational Education, \*Readiness, \*Services, Career Development, Comparative Analysis, Counseling Services, Demonstration Programs, Educational Programs, Employment, Job Satisfaction, Program Effectiveness, Psychological Characteristics, Self Esteem, Vocational Educa-

tion, Work Experience Programs, Young Adults

Based on the premise that thousands of disabled do not participate in vocational education mainly because of nonacceptance into programs due to a lack of readiness, a study was conducted focusing on three severely disabled groups: (1) those accepted by the Department of Rehabilitation for programs, (2) those not accepted but given "pre-vocational" services, and (3) those not accepted and receiving no services. It was hypothesized that more could be helped with more readily available services; that "pre-vocational" services would increase self-esteem and vocational satisfaction; and that the group previously rejected would gain the same level of self-esteem, overall adjustment, etc. as the group chosen for participation in vocational education programs once they had "pre-vocational" services. A pretest-posttest controlled comparison study utilizing a treatment/no treatment randomized design with matched samples was conducted on one experimental group (39 subjects) and two comparison groups (29 and 33 subjects). A number of services (personal and family counseling, work adjustment, skill evaluation, work experience, independent living experience) were given the experimental group. Results indicated significant attainment of vocational education and employment objectives by the experimental group. There was no significant difference of psychological measures between pre- and posttesting across groups; however, regression analysis proved several psychological variables significant in predicting employment (FP).

ED 177 367

CE 023 095

Asche, F. Marion O'Reilly, Patrick A

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Follow-up. Final Report.

Virginia Polytechnic Inst and State Univ. Blacksburg. Div of Vocational-Technical Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C

Pub Date—79

Contract—G007702143

Note—313p. ; Some parts of the first section of this document may not reproduce well due to light and broken type

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070) Reports—Research/Technical (143)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—\*Vocational Education, \*Vocational Followup, Employer Attitudes, Evaluation Methods, Guidelines, Material Development, Models, National Surveys, Postsecondary Education, Program Evaluation, Research Design, Research Methodology, Research Reviews Publications, Research Tools, Secondary Education, Student Attitudes

In a four-section final report with its focus on methodology rather than on findings of particular follow-up studies, this project addresses two needs—to identify, review, and analyze vocational student and employer follow-up efforts at local, state, and federal levels, and to prepare training materials useful to individuals or groups at all levels in designing, implementing, and evaluating follow-up systems. The report includes a summative product evaluation by external evaluators (representing state and local concerns) which notes favorably the distillation of research findings into a ten-step task model—a tool for conceptualizing a follow-up system wherein follow-up theory is "tempered" with real-world experience. The 110-page "National Review" section offers a generalized description that incorporates a state-of-the-art report on follow-up systems and a twenty-page bibliography. The 120-page "Training Guide" section covers actual follow-up system generation, with chapters devoted to planning, developing system parameters, designing the system, and operating, documenting, and evaluating the system. The project's primary purpose is to encourage development of follow up systems that minimize costs while maximizing quality and adaptability (CP).

ED 177 368

CE 023 096

Hall, Linda High, Sidney C. Jr

Bibliography on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080.

02059-9)

Pub Type—Reference Materials—Bibliographies (131)  
EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Bibliographies, \*Career Education, \*Reference Materials, Books, Government Publications, Pamphlets, Reports

Identifiers—ERIC, National Advisory Council for Career Education, Office of Career Education, United States

Focusing on the career education literature that emerged from 1973 through 1978, this bibliography concentrates on (1) a special series of Monographs on Career Education issued by the United States Office of Education (USOE), Office of Career Education, (2) the general publications on career education issued by the USOE Office of Career Education, (3) publications on career education issued by the National Advisory Council for Career Education, and (4) publications and reports from career education projects supported by the USOE Office of Career Education. In addition to the 252 references listed in these areas, a final section contains a selection of literature (208 citations) from the remainder of the body of career education literature. All items in the bibliography have been processed by the Educational Resources Information Center (ERIC) and are available to the public through the nationwide ERIC system. (LRA)

ED 177 369

CE 023 154

Wittenberg, Jeana

Improving Girls' Occupational Potential. A Review of the Literature.

Commission on Civil Rights, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Career Choice, \*Career Development, \*Employment Potential, \*Females, \*Sex Differences, Behavior Theories, Career Awareness, Career Education, Federal Programs, Literature Reviews, Role Theory, Self Actualization, Self Concept, Social Influences, Vocational Education

Following an overview of the amount and focus of the literature on occupational development of women, four major theories of vocational development are discussed in depth in part 1: Roe's theory of career choice, Ginzberg and associates' theory of vocational decision making, Super's theory of the development of self-concept, and Holland's theory of vocational choice. Summaries and critiques are given of two theories of occupational development of females: Zytowski's theory of the duality of women's roles and Psathas' theory of occupational choice for women. A review of literature in part 2 focuses on the three major hypotheses of this study, sex differences in (1) self-concept and sense of competence; (2) motivational aspects including related attitudes, aspirations, and expectations; and (3) acquisition of educational means (knowledge, training, skills), which includes discussion on implementation and impact of career and vocational education legislation. Part 3 is a discussion of the most important socialization influences on the occupational development of women including influence of teachers, parents (attitudes, expectations, maternal employment, socioeconomic status), peers, and visual media. Part 4 is an overview by age level of those interventions to enhance aspects of girls' occupational potential. Description of the interventions are given with occasional delineation of effects. A list of references follows. (FP)

ED 177 677

EA 012 168

Brazelle, R. R. Van Rooyen, I.

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.

University of the Orange Free State, Bloemfontein (South Africa)

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142). Numerical/Quantitative data (110)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Educational Needs, \*Enrollment Projections, \*Facility Requirements, \*Financial Needs, \*Personnel Needs, Elementary Secondary Education, Foreign Countries, Student Teacher Ratio,

Tables Data

Identifiers—South Africa (Bophuthatswana)

This study presents forecasts of primary and secondary school enrollment in Bophuthatswana, South Africa up to 1983. Examined are implications of population growth on teachers, classrooms, and general expenditure. Purposes of the study are to estimate (1) future demand for education on the basis of expected enrollment, (2) teacher needs if calculations are based on pupil-teacher ratio, (3) facilities needs, and (4) the budgeted per-pupil expenditure if calculations from past years are projected to future years. The report concludes that the current quantity as well as quality of teacher training for secondary schools is inadequate. Also, if the number of primary teachers who leave the country after training can be limited, the pupil-teacher ratio can be improved. Recommendations are for (1) extending the training of senior secondary teachers, (2) broadening inservice training to include improvement of academic/subject knowledge and methodology, (3) establishing a specialized, lower primary training course, and (4) optimum use of already existing training facilities. (Author/LD)

ED 177 678

EA 012 169

Meier, Gretl S.

Job Sharing. A New Pattern for Quality of Work and Life.

Upjohn (W. E.) Inst. for Employment Research, Kalamazoo, Mich

Pub Date—79

Available from—The W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (\$4.50; quantity discounts)

Pub Type—Books (010) Information Analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

Document Not Available from EDRS

Descriptors—\*Flexible Working Hours, \*Occupational Surveys, \*Part Time Employment, \*Quality of Life, \*Work Attitudes, Demography, Employed Women, Employee Responsibility, Employer Employee Relationship, Employment Practices, Interpersonal Relationship, Shared Services, Teamwork, Work Environment, Working Hours

Identifiers—Job Sharing

Job sharing, a new option in permanent part-time employment, is attracting national attention as a viable alternative to more traditional patterns of work. Job sharing is defined as an arrangement whereby two employees hold a position together, whether they are as a team jointly responsible for the whole or separately for each half, dividing time, salary, and fringe benefits. A survey of 238 job sharers was conducted to determine the characteristics of the people choosing this alternative work pattern and their experiences and responses to the job sharing situation. Job categories represented include teachers (26 percent), administrators (25 percent), clerical (15 percent), counseling and social service (13 percent), and researchers (9 percent). The remaining category consists of such diverse occupations as editors, librarians, bank tellers, physicians, and food service workers. The study includes a review of the definitions and experiments through which the job sharing concept has evolved, an analysis of the survey data, and selected indepth interviews with partners, supervisors, and some of their full-time coworkers, and concludes with some policy implications for more extensive use of this alternative work pattern. (Author/MLF)

ED 177 687

EA 012 178

Performance Evaluation of School Based Administrators (and Baltimore City Public School Circulars No. 385, 215, 351.

Baltimore City Public Schools, Md

Pub Date—79

Pub Type—Legal/Legislative/Regulatory Materials (090). Tests, Questionnaires, Evaluation Instruments (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Administrator Evaluation, Elementary Secondary Education, Records Forms

Identifiers—Baltimore City Public Schools MD

This paper is a brief policy statement concerning evaluation procedures and criteria for administrators in the Baltimore City Public Schools. A breakdown of criteria includes assessment of educational leadership, management ability, communications, and personal and professional development. Included at the end are numerous forms for evaluating professional personnel in the Baltimore system. (LD).



ED 177 688

EA 012 179

Knapp, Herbert Jones, Richard M.  
National Report on School Closing Survey. The Impact on Purchasing Departments.

Pub Date—79

Pub Type—Speeches, Conferences Papers (150)  
Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Charts, \*Declining Enrollment, \*National Surveys, \*Purchasing, \*School Closing, Elementary Secondary Education, Surveys

This paper is a brief report on the impact of school closings on purchasing departments. It opens with a discussion of the trend of declining enrollments in public schools nationwide. The paper notes, however, that demographers expect the total number of children to begin to rise slightly in the mid-80's. Closing schools now is not the answer, it says, but joint use of vacant school buildings may be an acceptable alternative. The paper says school purchasing departments are in a dilemma when funds are short to buy new furniture while at the same time the district needs to dispose of old, unused furniture and equipment. It points out the need to reduce budget spending and learn to operate the schools more efficiently. Disposing of property is only one of the ways. (LD)

ED 177 689

EA 012 180

Hall, Gene E. And Others

A Taxonomy of Interventions: The Prototype and Initial Testing.

Pub Date—79

Pub Type—Reports—Research/Technical (143) Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Classification, \*Educational Innovation, \*Intervention, Case Studies, Change Agents, Change Strategies, Educational Research, Elementary Secondary Education, Observation, Organizational Change

Identifiers—Procedures for Adopting Innovations Program

Researchers in the Procedures for Adopting Educational Innovations Program at the University of Texas have developed an 'Intervention Taxonomy' to help classify and define interventions and components of interventions. It is hoped that this taxonomy will enable change facilitators and researchers to make conceptual and operational distinctions among actions and events that influence innovations. Data were obtained from descriptive protocols developed by ethnographers observing interventions over a two- to three-year period in school systems undergoing change. The data have been the subject of quantitative and qualitative analyses. As well as providing definitions, the taxonomy identifies several levels of intervention from policy level down to incident level. A distinction is made between sponsored and unsponsored interventions and their components. Implications drawn from the study are that (1) a change effort succeeds or fails at the incident (lowest) level, (2) the 'game plan' for a change effort should be specified in detail and in advance, (3) how long unplanned influences on the change effort are allowed to continue is directly related to the skill of the change facilitator, (4) developing stereotypic names to classify interventions may be useful, and (5) coding systems for other levels of interventions may be useful. (Author/JM)

ED 177 690

EA 012 181

Anderson, Robert L.

Inservice Education Preferences of Educators

Pub Date—79

Pub Type—Reports—Research/Technical (143) Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Inservice Teacher Education, \*Teacher Attitudes, Conferences, Educational Research, Elementary Secondary Education, Questionnaires, Teacher Characteristics, Teacher Workshops

Identifiers—Teacher Inservice Preference Questionnaire

To identify, categorize, and compare inservice preferences of educators, these researchers administered the Teacher In-Service Preference Questionnaire to 440 instructors in the Northwest and interviewed 26 of the respondents. Findings indicated that the kind of

inservice most preferred was the workshop, with conventions and professional conferences least preferred. The professional development committee was most preferred as an organization responsible for planning, providing resource personnel, and evaluating professionalism. The first preference for budgeting for developmental activities was the governing board. When social categories were considered as predictors of inservice preferences, significant differences were obtained. Both sex and years of experience were found to be significantly related to preferences for inservice education. Differences exist on the motivation dimension of a theoretical model for the categories of incentives, aspirations, expectations, and satisfactions. The sample ranked the expectations category first, incentives second, aspirations third, and satisfactions fourth as factors associated with successful inservice programs. (Author/JM).

ED 177 693

EA 012 184

Nachmias, Ghava

Curriculum Tracking, Some of Its Causes and Consequences Under a Meritocracy.

Pub Date—79

Pub Type—Speeches, Conferences Papers (150).  
Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Academic Achievement, \*Tracking, Foreign Countries, High School Students, Rural Schools, Secondary Education, Self Concept, Socioeconomic Influences, Speeches, Student Attitudes, Urban Schools

Identifiers—Israel, Kibbutzim

Replicating previous research on tracking done in the U.S. this study examines the determinants and effects of curriculum tracking (college bound or vocational) in urban and kibbutz schools in Israel. The purpose of the investigation was to examine the process of curriculum tracking in a classless society where assignment to tracks is based entirely on merit. The analysis shows that in the kibbutz, tracking is not associated with adverse effects on self-evaluation, access to motivated peers, or school orientation, but it has a considerable impact on academic achievement. In the urban Israeli schools curriculum placement not only affects achievement, it has a strong impact on self evaluation and school orientation. The reason for this difference may be that urban students, unlike rural students, carry on almost all their interaction in school. Curriculum differentiation that coexists with structures that allow for more intertrack interaction may avoid some of the undesirable consequences of tracking. (Author/JM).

ED 177 696

EA 012 187

McMaster, Donald Sinkin, Judy G

Money and Education: A Guide to Michigan School Finance.

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group

Pub Date—79

Contract—NIE-G-76-0062

Note—80p.; For related documents, see EA 012 188, 189

Pub Type—Reports—Research/Technical (143). Numerical/Quantitative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Equalization Aid, \*Expenditure Per Student, \*Income, \*Resource Allocation, Elementary Secondary Education, \*Program Descriptions, Property Taxes, State Aid, State Programs, Statistical Data, Tax Effort

Identifiers—Michigan

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Michigan's education finance plan is discussed in this particular book. Chapter 1 discusses how Michigan's plan undertakes its equalization objective, namely, how state aid is distributed to make up for the differences among districts in needs, demands, and abilities to pay. It offers a step-by-step calculation of a district's basic pupil allowance. Chapter 1 also reviews Michigan's categorical aid programs, which make up the remaining 20 percent of state aid to local school districts. Chapter 2 evaluates the impact of the finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. To assist

the reader in understanding Michigan's state aid formula, exercises appear throughout. The appendices provide information on guarantees under the school district equalization act and on Michigan's property tax relief system. An answer key to the exercises is also provided. (Author/LD).

ED 177 697

EA 012 188

McMaster, Donald And Others  
Money and Education: A Guide to Pennsylvania School Finance.  
National Inst. of Education (DHEW), Washington, D C Educational Policy and Organization Group

Pub Date—79

Contract—NIE-G-76-0062

Note—77p.; For related documents, see EA 012 187-189

Pub Type—Reports—Research/Technical (143) Numerical/Quantitative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Equalization Aid, \*Fiscal Capacity, \*Income, \*Resource Allocation, Assessed Valuation, Elementary Secondary Education, Expenditure Per Student, Program Descriptions, State Aid, Statistical Data, Tax Effort

Identifiers—Pennsylvania

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Pennsylvania's education finance plan is discussed in this particular book. Chapter 1 discusses state support for education in Pennsylvania and the method the state uses to distribute aid to its school districts on an equal basis. A step-by-step calculation of a district's state aid allocation is outlined, and exercises for understanding the state aid formula are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Pennsylvania school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises (Author/LD).

ED 177 698

EA 012 189

McMaster, Donald Sinkin, Judy G.  
Money and Education: A Guide to Rhode Island School Finance.  
National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group

Pub Date—79

Contract—NIE-G-76-0062

Note—75p.; For related documents, see EA 012 187-188

Pub Type—Reports—Research/Technical (143) Numerical/Quantitative data (110). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Assessed Valuation, \*Equalization Aid, \*Income, \*Resource Allocation, \*Tax Effort, Elementary Secondary Education, Expenditure Per Student, Foundation Programs, Program Descriptions, State Aid, Statistical Data

Identifiers—Rhode Island

This handbook is one in a series prepared for use at workshops designed to help teachers, administrators, and legislators understand and deal with the intricacies of school finance equalization plans in their states. Rhode Island's education finance plan is discussed in this particular book. Chapter 1 discusses how Rhode Island's plan undertakes its equalization objective—namely, how state aid is distributed to make up for the differences among districts in needs, demands, and abilities to pay. A step-by-step calculation of a district's basic pupil allowance is outlined, and exercises for understanding the state aid formulas are provided. Chapter 2 evaluates the impact of the state's finance plan by discussing the way the plan addresses disparities both in the raising and in the distribution of resources for education. Property wealth, tax effort, and expenditures among Rhode Island school districts are also reviewed, and tables are provided throughout. The end of the report includes appendices with additional information and an answer key to the exercises. (Author/LD).

ED 177 700

EA 012 191

Brandt, Ronald S. Ed

Partners: Parents &amp; Schools.

Association for Supervision and Curriculum Development, Alexandria, Va

Pub Date—79

Available from—Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (\$4.75)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Educational Improvement, \*Parent Participation, \*Parent School Relationship, \*Parent Student Relationship, Academic Achievement, Citizen Participation, Compensatory Education, Court Litigation, Elementary Secondary Education, Family Environment, Literature Reviews, Parent Education, Program Evaluation, Public Opinion, School Law, School Policy, Volunteers

The authors of this collection of essays make the major points that parental participation influences student performance, and that time spent with parents by school personnel results in better learning. Ira J. Gordon explains four models of parent-school-community relationships and cites research evidence of long-term effects of parent involvement programs. Dorothy Rich and colleagues list practical ways to involve parents directly in the education of their own children. Phyllis J. Hobson explains the organization of the District of Columbia Title I Parental Involvement Program and lists five essentials for parental involvement. Lois S. Steinberg reviews recent literature, discusses several new forms of parent participation and considers evidence of their potential effectiveness. Suzanne O'Shea reviews court rulings and analyzes the rights of parents to withdraw their children from instruction. Delmo Della-Dora shows how parents can participate at each step of the curriculum planning process. Ned S. Hubbell points to population shifts (more than two-thirds of all adults now do not have children in schools) and says that the way to communicate with both parents and nonparents is to get them involved in school affairs. John W. Alden says that service as a school volunteer is a form of citizen participation that many people would rather perform than be members of advisory councils. (Author/MLF).

ED 177 701

EA 012 192

Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1.

American Association of School Administrators, Arlington, Va

Pub Date—79

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (\$3.50 plus postage)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Series (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Administrator Education, \*Administrators, \*Inservice Education, \*Superintendents, Administrator Guides, Board of Education Role, Elementary Secondary Education, Professional Development

Because school administrators, particularly superintendents and their top level management staffs, occupy such critical roles in the nation's schools, guidelines for their training and preparation must be systematically and periodically reexamined. The purpose of this guide, the first in a series of three, is to help those persons involved in the training, employment, evaluation, and promotion of school administrators. Topics discussed include competence and employment guidelines, credentials and the certification process, identification and development of personnel, preparation and training, field experiences, and professional development. (Author/LD)

ED 177 702

EA 012 193

Selecting a Superintendent. Superintendent Career Development Series No. 2.

American Association of School Administrators, Arlington, Va  
National School Boards Association, Washington, D C

Pub Date—79

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (\$3.50 plus postage)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use

(055), Collected Works—Serials (022)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—\*Administrators, \*Administrator Selection, \*Board of Education Role, \*Employment Interviews, \*Planning, \*Recruitment, \*Superintendents, Administrator Characteristics, Administrator Guides, Administrator Responsibility, Elementary Secondary Education

This guide, the second in a series of three, explains step-by-step the decisions that must be made to find, evaluate, and hire a quality superintendent of schools. Chapter 1 describes the steps for proper planning, which can also offer the opportunity to review and reorder the board's priorities. Subsequent chapters deal with recruitment and selection of superintendents and expectations of both the board and the superintendent. The final chapters offer suggestions on how to retain a superintendent as well as sample timelines for hiring and a news release. (Author/LD).

**ED 177 704**

EA 012 195

Neill, Shirley Boes, Ed

**Keeping Students in School: Problems and Solutions. AASA Critical Issues Report.**

American Association of School Administrators, Arlington, Va.  
Education News Service, Sacramento, Calif

Pub Date—79

Available from—American Association of School Administrators,  
1801 North Moore Street, Arlington, VA 22209 (\$8.95 plus \$1 for  
postage and handling; quantity discounts; orders for less than \$15  
must be accompanied by payment in full)

Pub Type—Reports—Research/Technical (143).  
Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—\*Attendance, \*Board of Education Policy, \*Dropouts,  
\*National Surveys, \*School Attendance Legislation, \*Truancy,  
Demography, Dropout Characteristics, Elementary Secondary  
Education, Enrollment Trends, Futures of Society, Pregnant  
Students, Problem Solving, School Holding Power

More than 95 percent of the 1,417 members of the American Association of School Administrators (AASA), responding to a survey about student attendance, cited one or more problems. The first five chapters report the survey findings and those of other studies and polls concerning attendance matters. One issue discussed is why students stay away from school and what can be done to improve the situation; another concerns the identification of dropouts, their number, characteristics, and the economic factors that affect them. Future demographic and enrollment trends are projected. The last three chapters of the report detail how administrators and boards of education are trying to keep students in school. The chapter "Practices" contains findings of the survey: how many districts are following written attendance policies, attendance-taking practices of teachers, and who is responsible for attendance. The chapter "Policies" analyzes school attendance policies submitted by more than 700 school boards. The chapter "Problems" illustrates workable ideas and programs at the federal, state, and local levels to deal with all forms of nonattendance and to reduce dropout rates. (Author/MLF).

**ED 177 706**

EA 012 197

Poll, Dwayne C.

**Negotiating Merit Pay Provisions for Administrators.**

Pub Date—79

Pub Type—Speeches, Conferences Papers (150).  
Reports—Descriptive (141). Tests, Questionnaires, Evaluation in-  
struments (160)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—\*Evaluation Methods, \*Merit Pay, \*Salary Wage Dif-  
ferentials, Administrators, Elementary Education, Management,  
by Objectives

The speaker begins his presentation by reviewing the literature on merit programs, both for teachers and for administrators, and summarizing the pros and cons of such programs. He then discusses the development of the merit pay program operating in his district. The initial and most important step in planning that program was developing a comprehensive job description for each administrative position in the district. The second step was the training of all administrators

in the use of management by objectives (MBO) techniques. The MBO program included performance agreements between the supervisors and the person being supervised. The sample performance agreement included consists of five sections—behavioral objectives, classification of the objectives, the steps or procedures for carrying out the objectives, the nature of the monitoring of progress, and the requirements that the supervisor must supply if the person being evaluated is to accomplish his or her objectives. The third step was developing the district plan to be presented to the administrators' bargaining unit. The plan that was agreed to is described. (Author/IRT).

**ED 177 711**

EA 012 204

**21 Administrative Problems and How to Solve Them. Third Printing, October 1979.**

Educational Service Bureau, Inc. Arlington, Va. Administrative  
Leadership Service

Pub Date—66

Available from—Educational Service Bureau, Inc. P.O. Box 1205,  
New Port Richey, FL 33552 (\$9.95)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use  
(055) Reports—Descriptive (141)

**Document Not Available from EDRS**

Descriptors—\*Administrative Problems, \*Administrators, \*Human  
Relations, \*Principals, \*Teachers, Administrator Guides,  
Elementary Secondary Education, Parents, Students

This report serves as a guide to educational administrators by dissecting a series of representative school problems and offering suggested solutions. The problems, characterized as both administrative and human relations problems, are grouped under the headings of administrative staff, teaching staff, individual teachers, the instructional program, the student body, the community, and the P.T.A. (Author/LD)

**ED 177 713**

EA 012 207

Ogletree, Earl J

**State Legislated Curriculum in the United States.**

Pub Date—79

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—\*Curriculum, \*State Legislation, \*Tables Data, Elementary Secondary Education, National Surveys, School Districts

This paper discusses a 1977-78 survey on the legislated curriculum in 50 states. The purpose of the survey was to determine who prescribes and controls school curriculum at the local level (whether the state or local school boards) and how much and what types of elementary and secondary school curriculum have been legislated by the states. Data were obtained from the school law publications of each state. The completed list of legislated subjects was then sent to the respective state school superintendents for confirmation. Results indicate that state departments of education, not local school districts, will have increasing control of the schools. Also, state departments of education will come under the influence of the federal government through funding, programs, and court decisions. This trend, the paper says, could bring about a more equitable education for all children regardless of their ethnic and socioeconomic background. (Author/LD).

**ED 177 716**

EA 012 211

**Maryland Accountability Program Report V. School Year 1977-1978. Revised.**

Maryland State Dept of Education, Baltimore

Pub Date—79

Pub Type—Reports—Descriptive (141). Numerical/Quantitative data  
(110)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—\*Academic Achievement, \*Accountability, \*Test  
Results, Academic Ability, Annual Reports, Basic Skills, Elementary Secondary Education, Mathematics, National Norms,  
Reading Skills, Tables Data, Writing Skills  
Identifiers—Maryland

The fifth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of



current instruments for measuring learning progress. The central purpose of the report is to present Maryland accountability assessment information. The reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed in the third, fifth, and seventh grades for the past five academic years. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in some special program areas in the state. (Author/MLF)

ED 177 717

EA 012 212

Madden, Matthew E.

Employer's Complete Guide to Unemployment Compensation.

Pub Date—79

Available from—Central Commercial Publishing Corporation of America, P.O. Box 603, Warrensburg, MO 64093 (\$13.95)

Pub Type—Legal, Legislative, Regulatory Materials (090)

Reports—Descriptive (141), Numerical, Quantitative data (110)

Document Not Available from EDRS

Descriptors—\*Eligibility, \*Legal Responsibility, \*Unemployment Insurance, \*Wages, Elementary Secondary Education, Employees Employers, Federal Legislation, Federal State Relationship, Guides, Higher Education, State Legislation, Students, Tables Data, Teachers

Identifiers—Unemployment Compensation Amendments 1976

This publication is a guide for employers who need specific information on unemployment compensation. Major topics discussed are an overview of the workings of the unemployment insurance system, the unemployment compensation amendments of 1976, receipt of claim notice, an employer's reaction to claims, student workers, faculty claims for summer unemployment or other vacation periods, employee claims for nonprofit organizations, determination and appeal, computation of claimant's benefit and employer liability, financing the obligations imposed by the system, computation dates for required records and returns, and organization of state employment security agencies. Extensive tables describe taxation, benefits, eligibility, administration, and coverage in each state. (Author/LD)

ED 177 718

EA 012 214

Nassif, Roy R.

A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education.

Pub Date—78

Pub Type—Reports—Research/Technical (143) Speeches, Conference Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Board Candidates, \*Elections, \*Political Affiliation, \*Political Attitudes, \*Two Year Colleges, Boards of Education, Political Issues, Political Power, Speeches

Identifiers—California, California Democratic Council, Partisan Politics, Political Parties, Referenda

This study examines the effects of partisan political activities on an educational referendum and junior college board of education election. The study focused on the activities of the California Democratic Council, a Democratic organization formed to make political endorsements that could not be made by the party. The election examined was held in six California cities to determine whether a junior college district should be formed and to elect the junior college district's board of education. Data were collected through participant observation of council activities and from minutes, informal conversations with delegates, and newspaper reports. The researcher concluded that party involvement in local educational politics may be based largely on issues extraneous to education. Although there was no evidence that partisan involvement caused a return to patronage or corruption, it did appear that partisanship could gloss over important educational problems and that it may not be superior to nonpartisanship in issue differentiation and aggregation. (Author/JM).

ED 177 719

EA 012 215

Knopp, Robert O'Reilly, Robert R.

Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.

Pub Date—78

Pub Type—Reports—Research, Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Job Satisfaction, \*Organizational Effectiveness, \*Task Performance, \*Teacher Effectiveness, \*Teachers, Elementary Education, Foreign Countries

Identifiers—Ontario (Ottawa)

The purpose of this study was to examine the relationship between job satisfaction of teachers and perceived school effectiveness. Questionnaires were distributed to teachers in 75 elementary schools in Ontario, Canada. A job description index and the concept of organizational effectiveness were used to measure job satisfaction variables of work, promotion, pay, supervision, and coworkers. The findings suggest that perceived school effectiveness is related to satisfaction of teachers with coworkers, with supervision, and with the work itself. The results are discussed in light of the peculiarities of the educational setting and are linked to several themes in the literature related to motivation, satisfaction, and productivity. Two suggestions are offered at the end. To ensure high satisfaction with fellow teachers, and therefore school effectiveness, principals should display leadership behavior that will facilitate group development, support, and interaction. To ensure high teacher satisfaction with a principal's leadership approach, and therefore school effectiveness, school board officials should ensure that principals actually display such leadership behavior. (Author/LD)

ED 177 720

EA 012 216

Foster, Betty J. Barr, Richard H.

Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$1.40)

Pub Type—Reports—Research, Technical (143) Tests, Questionnaires, Evaluation instruments (160) Numerical, Quantitative data (110)

EDRS Price—MF01 Plus Postage, PC Not Available from EDRS

Descriptors—\*Income, \*School District Spending, \*School Statistics, Educational Finance, Elementary Secondary Education, Expenditure Per Student, Expenditures, Intermediate Administrative Units, Questionnaires, School Funds, State Departments of Education, Surveys, Tables Data

Identifiers—Elementary Secondary Education Act, School Assistance in Federally Affected Areas Act

This report presents a variety of revenue and expenditure data for U.S. public elementary and secondary schools during the 1976-77 fiscal year. Data were compiled from annual expenditure reports submitted by each state. Information is intended to meet the general information needs of educational researchers and the more specialized needs of personnel administering programs under P.L. 81-874, School Assistance in Federally Affected Areas, and P.L. 89-10, the Elementary and Secondary Education Act of 1965. Consequently, in addition to revenue data, the publication contains capital outlay and debt service data as well as three types of current operating expenditure data. The first type of current expenditure includes state and intermediate level administration. The other two are for local public elementary and secondary education and include both current expenditures as defined by a U.S. Office of Education handbook and current expenditures as defined by P.L. 81-874 and P.L. 89-10. A sample questionnaire form used to collect the survey data is included at the end. (Author/LD).

ED 177 722

EA 012 218

Report of the Architectural and Transportation Barriers Compliance Board for Fiscal Years 1976 and 1977.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.

Pub Date—78

Pub Type—Legal/Legislative/Regulatory Materials (090). Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Architectural Barriers, \*Compliance Legal, \*Federal

Regulation, \*Physical Disabilities, \*Standards, \*Transportation, Annual Reports, Facility Guidelines, Federal Government, Federal Legislation

Identifiers—Architectural Barriers Act 1968, Rehabilitation Act 1973

This is the third report of the Architectural and Transportation Barriers Compliance Board to the President and the Congress. It covers fiscal years 1976 and 1977. Section A of this report is devoted to a review of the board's early compliance policy and program initiatives. It includes a discussion of the board's 'General Notice of Guidance to Compliance System Development' and board procedures and enforcement regulations. Section B summarizes an analysis of findings and recommendations for a federalwide compliance system and discusses the next step in developing a specific agency accessibility compliance system. Section C reports on board compliance cases that have been processed and are in various stages of completion. Reports on activities by the Office of Public Information and the National Advisory Committee on an Accessible Environment conclude the report (Author/MLF).

ED 177 723

EA 012 219

**Laws Concerning the Federal Architectural and Transportation Barriers Compliance Board.**

Architectural and Transportation Barriers Compliance Board, Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-090-00045-3; \$0.90)

Pub Type—Legal, Legislative, Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Architectural Barriers, \*Facility Guidelines, \*Federal Legislation, \*Transportation

Identifiers—Architectural Barriers Act 1968, Rehabilitation Act 1973

The Architectural Barriers Act of 1968 requires federally funded buildings and facilities to be accessible to and usable by physically handicapped persons. The Architectural and Transportation Barriers Compliance Board was established by the Rehabilitation Act of 1973 to ensure compliance with standards prescribed under the Architectural Barriers Act. The texts of both laws and their later amendments are contained in this booklet (MLF).

ED 177 724

EA 012 222

Martin, David B.

**Developing an Effective Board-Administrative Team.**

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055), Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Administration, \*Administrator Responsibility, \*Cooperative Planning, \*Decision Making, \*Management Teams, Administrator Role, Elementary Secondary Education, Leadership, Principals, Superintendents

Identifiers—Ohio, Participative Decision Making

It is beneficial to identify three administrative teams through linking pins: the principal is the linking pin between the instructional team and the administrative team; the superintendent is the linking pin between the administrative team and the policy team, which includes the board of education; the administrative team consisting of all administrators plus the policy team is known as the management team. Reasons for a management team include recent power shifts between employers and employees, increasing pressure on administrators, and the need for more effective decisions. In instituting a management team, a redefined role is necessary for all parties concerned. Important components of an administrative team are effective communication, support of administrators by the board, an opportunity for administrators to select agenda items and supply input to policy-making, and a fair procedure for determining administrator salaries. (Author/JM).

ED 177 725

EA 012 223

Campbell, Richard W. Carroll, James D.

**Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.**

New Jersey State Dept. of Education, Trenton. Div. of Research,

Planning, and Evaluation

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0031

Note—323p. For a related document, see EA 012 224

Pub Type—Legal, Legislative Regulatory Materials (090)

Reports—Descriptive (141)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—\*Equal Education, \*Equalization Aid, \*Finance Reform, \*School Closing, \*School Taxes, \*State Aid, Accountability, Basic Skills, Court Litigation, Decision Making, Educational Change, Elementary Secondary Education, Government Role, Organizational Change, Policy Formation, Property Taxes, State Standards

Identifiers—Court Injunctions, New Jersey, New Jersey Department of Education, Public School Education Act (New Jersey), Robinson v Cahill

Volume 1 of a two-volume series, this case study tells the story of the events and decisions associated with the 1976 court-ordered shutdown of schools in New Jersey. It also analyzes the state educational decision-making structure. The school closing was undertaken because, according to the New Jersey Supreme Court, the state had not properly enacted the school finance reform measures that were ordered in Robinson v Cahill in 1973. Although the legislature had passed the Public School Education Act in response to the court mandate, it had failed to appropriate funds for the act. Closing of the schools for eight days resulted in the legislature passing a statewide income tax. Following the introduction, chapter 2 presents background information on the national finance reform movement, the legal context of school reform in New Jersey, the state economy and fiscal base, and the state's politics of education. Chapters 3 and 4 make an effort to identify major actors and events and convey their complex interactions in the decision making process. Chapter 5 contains the analysis of events involved in the educational decision making process (Author/JM).

ED 177 727

EA 012 225

Schmink, David P. And Others

**Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois.**

Illinois State Univ. Normal Center for the Study of Educational Finance

Pub Date—79

Available from—Center for the Study of Educational Finance, College of Education, Illinois State University, Normal, IL 61761 (\$3.50)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Assessed Valuation, \*Equal Education, \*Finance Reform, Elementary Secondary Education, Equalization Aid, Expenditure Per Student, Expenditures, Property Taxes, State Aid

Identifiers—Illinois, Resource Equalizer Program IL, State Aid Formulas, Wealthy Neutrality

This study looks at the relationship between district wealth and revenues available for education in Illinois using a 'conditional' conception of wealth neutrality that holds constant the operational tax rate. Data used were demographic data of Illinois school districts. An analysis of beta weights suggested an undesirable relationship between wealth and expenditures in elementary and high school districts. Also, when Illinois districts are examined using the conditional equity approach, it was revealed that in the years 1976-1979, all types of districts actually retreated from a notion of equity. The data suggest that when using only the simple neutrality model, some of the relationship between wealth and expenditures is hidden. Specifically, in elementary districts the conditional model shows continued movement away from equity since 1973-74 and the simple model shows movement toward equity in 1976-77 and away from equity in 1978-79. (Author/JM).

ED 177 728

EA 012 226

Lundeen, Virginia And Others

**The Illinois General Purpose Grant-in-Aid System, 1979-1980.**

Illinois State Univ. Normal Center for the Study of Educational



## Finance

Pub Date—79

Available from—Center for the Study of Educational Finance, College of Education, Illinois State University, Normal, IL 61761 (\$1.00)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Equalization Aid, \*Finance Reform, \*State Legislation, Elementary Secondary Education, Mathematical Formulas, Political Influences, Social Values, State Aid, State Programs  
Identifiers—Illinois

This discussion begins with the five major political values that were reflected in the 1973 reform of the Illinois school aid system. The lawmakers wanted to spend state dollars for education in a way that would improve student and taxpayer equity, maintain local control of school districts, aid poverty-impacted districts, not discriminate against dual high school and elementary districts, and greatly increase the amount of money the state pays for education. The reform yielded four funding options from which each school district could select the most profitable each fiscal year. The options included the three previous options of the Strayer-Haig system (the "Strayer-Haig Formula," the "Alternate," and the "Flat Grant") plus the new formula—the "Resource Equalizer Formula." The new formula features reward for effort (equal expenditure for equal effort), guaranteed assessed valuation, and consideration of the number of disadvantaged students. A mathematical explanation of the resource equalizer formula, which is currently used in 76 percent of Illinois districts, is presented, as are mathematical formulas for the other three approaches. All the formulas are presented as they have been amended through 1979. (Author/IRT).

ED 177 729

EA 012 227

Arsulich, Michael

Discipline: A Review of Selected Literature.

San Diego County Dept. of Education, Calif

Pub Date—79

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Change Strategies, \*Delinquency Causes, \*Discipline Problems, \*School Vandalism, \*Student School Relationship, \*Violence, Behavior Change, Corporal Punishment, Discipline Policy, Elementary Secondary Education, Literature Reviews, Problem Solving, School Security

The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetence, and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF).

ED 177 730

EA 012 228

McGuffey, C. W.

Model Program for the Academic Preparation of School Business Administrators.

Pub Date—79

Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Administrator Education, \*Administrators, Business, Competency-Based Education, Elementary Secondary Education, Higher Education, Models, Program Descriptions

After providing a brief history of the development of the role of the school district business administrator, the author presents a model for

a preparation program for district business administrators. The model is based on the author's earlier study in which he identified and validated 195 competencies in 23 task areas. Assumptions that guided the development of the model include the following: the traditional coursework approach has serious limitations; individual knowledge, skills, abilities, strengths, and weaknesses of those in the program will vary depending on student background, and a modular, competency-oriented approach to individual program planning and design may be the most effective and efficient approach to use. The model consists of four major components: assessment of the student prior to his or her entry into the program; program design to prepare a course of study for each student; implementation of the program designed; and continuous evaluation of the appropriateness of content, the adequacy of the strategies used to meet objectives, and the setting of the instructional process. The program is envisioned to be approximately two years long or the equivalent of 22 courses of five quarter hours each. (Author/IRT)

ED 177 731

EA 012 229

Goldsmith, Arthur H.

Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va

Pub Date—79

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$0.50; quantity discounts)

Pub Type—Collected Works—Serials (022).  
Legal/Legislative/Regulatory Materials (090).  
Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Discipline, \*Equal Protection, Black Students, Court Litigation, Elementary Secondary Education, Federal Legislation, Handicapped Students, Punishment, Students

The dilemma of disciplinary discretion is that on the one hand it avoids discrimination by allowing individualized treatment, but on the other hand it invites discrimination by leaving it up to the administrator to determine what discipline shall be imposed for what offense. The law imposes very few and easily met restraints. To ensure that discipline is nondiscriminatory, the principal should attempt the following: (1) make all disciplinary rules as clear and precise as possible, avoiding distinctions based on race, sex, or physical handicap; (2) make sure, if a rule seems to have a disproportionate negative effect on students of one race or sex, or on another group that might claim discrimination, that the rule has a legitimate educational purpose and that the disproportionate impact has a demonstrable, nondiscriminatory cause; (3) make sure that fair rules are being administered in a fair manner (there is nothing wrong with the use of administrative discretion if it is exercised in a rational, consistent way free of bias); (4) enact disciplinary penalties that are not only permissible under state law, but also appropriate in severity to the rule violation involved; and (5) demonstrate concern about any policy that has a disproportionate negative effect on any legally protected group. (Author/IRT).

BD 177 734

EA 012 232

Williams, T. R.

Leadership Issues for Canadian Education.

Canadian Education Association, Toronto (Ontario)

Pub Date—79

Available from—Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 (\$3.00; payment should accompany order)

Pub Type—Books (010). Opinions/Personal Viewpoints/Position Papers/Essays (120)

Document Not Available from EDRS

Descriptors—\*Culture Conflict, \*School District Autonomy, \*Social Problems, \*State School District Relationship, Bilingualism, Demography, Economic Factors, Educational Problems, Elementary Secondary Education, Foreign Countries, Leadership Styles, Social Values

Identifiers—Canada

In addressing issues that are common to all educational jurisdictions in Canada, the author has designated as "national" those issues that are manifest concurrently within the provincial and local board

arenas and as "federal" those issues that integrally involve relationships between the federal government and the provinces. Four national issues are discussed. (1) issues dealing with matters of economics and demography; (2) ideological and values issues that relate both to governance and decision-making and to matters of personal, educational, and religious beliefs; (3) issues that revolve around the question of the control of education, and (4) issues that deal primarily with matters of administrative style. The discussion of national issues takes up the bulk of the monograph because they far outnumber the federal issues. The federal issues are centered on finance and the question of national unity. The author concludes that it is only through a renewed focus on the children in the classroom as the shared interest of all involved in education that Canadian school systems can creatively cope with their current dilemmas. (Author/IRT).

ED 177 735

EA 012 233

**School Staffing Ratios: Update 1978-79. ERS Research Memo.**

Educational Research Service, Arlington, Va

Pub Date—79

Available from—Educational Research Service, Inc. 1800 North Kent Street, Arlington, VA 22209 (Stock No 221-00008, \$8 00, payment must accompany orders under \$10 00)

Pub Type—Numerical/Quantitative data (110)

Reports—Research/Technical (143)

Document Not Available from EDRS

Descriptors—\*National Surveys, \*Student Teacher Ratio, Administrators, Expenditure Per Student, Principals, Records Forms, School Districts, Surveys, Tables Data, Teacher Aides, Teachers

Identifiers—Staffing Ratios, Teacher Staff Ratios

This report is designed to supply school management with data for the school year between the regular biennial reports, the last of which was published for the school year 1977-78. The school staffing ratio data included here are intended as a supplemental update of the 1977-78 report and should be used in connection with that report, which describes in detail the methods and limitations in the study procedures. The general summary data reported here are in 32 tables for school districts by four enrollment categories and by five per pupil expenditure categories. Definitions of these categories and the number of reporting school districts in each are described in detail in Appendix A. In addition, this report shows how a member of the management staff of a specific school district can compute staffing ratios for that school district that are comparable with ratios computed for other districts. A worksheet and examples of the computations are included in this publication. (Author/LD).

ED 177 736

EA 012 242

Price, Gary G. And Others

**Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.**

Wisconsin Univ. Madison. Research and Development Center for Individualized Schooling

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TR-475

Pub Date—78

Contract—OB-NIE-G-78-0217

Note—78p. Report from the Project on Evaluation of Practices in Individualized Schooling

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Individualized Instruction, \*Models, \*Program Evaluation, \*Research Methodology, Elementary Education, Grade 2, Grade 5, Job Satisfaction, Mathematics Instruction, Reading Instruction, School Organization, Teacher Morale, Teaching Methods

Identifiers—Individually Guided Education

This document provides an overview of the school variables and unit variables used in Phase I of the Individually Guided Education (IGE) evaluation. Included in the discussion of each variable are a verbal definition of the variable, a description of the distribution of the variable in the 356 schools that participated in the Phase I study, and the internal consistency of the variable. Also included is a discus-

sion of a structural model that was developed as an expression of how the school characteristics measured by these variables are supposed to influence each other in an IGE school. (Author).

ED 177 741

EA 012 247

Lachman, Seymour P. Ed

**Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings.**

City Univ. of New York, N.Y. Center for Advanced Study in Education

Report No.—CASE-07-79

Pub Date—79

Pub Type—Collected Works—Proceedings (021). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Cooperative Programs, \*Coordination, \*Cultural Centers, \*Educational Technology, \*Environmental Education, \*School Role, Computer Assisted Instruction, Educational Innovation, Futures of Society, Government Role, Health Education, Private Schools, Public Schools, Vocational Education

Identifiers—New York (New York)

The purpose of this conference was to bring together leaders of public and private schools to discuss matters of mutual concern and interest. The morning session was concerned with the topic 'The Child, the Teacher, the Machine' and focused on educational technology with emphasis on computer-aided instruction. The morning workshops dealt with 'The Child as One of the Continuing Focus of Education' and 'The Role of Technology in Communicating with the Child'. A luncheon keynote speech was on 'Connecting Education Resources,' specifically the coordination among the many educational and cultural agencies in New York City. The afternoon session examined 'The Expanding Role of the School,' especially in the provision of social services and environmental education. Workshops were entitled 'The School as the Local HEW?' and 'Education and Survival'. All the major presentations and workshop reports are included in the document. (JM).

ED 177 742

EA 012 248

**Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.**

Congress of the U.S. Washington, D.C. House

Report No.—House-R-96-197

Pub Date—79

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Air Pollution, \*Federal Legislation, \*Waste Disposal, Compliance Legal, Cost Estimates, Elementary Secondary Education, Federal Regulation, School Buildings, School Safety

Identifiers—Asbestos, H R 3282 (96th Cong 1st Sess)

This report by the Committee on Education and Labor of the House of Representatives endorses H.R. 3282, the Asbestos School Hazard Detection and Control Act of 1979, and also presents minority views of ten members of the committee. The purpose of this legislation is to authorize a systematic federal program for identifying and controlling hazardous asbestos conditions in elementary and secondary schools. This program will take the form of technical, scientific, and financial assistance to local educational agencies, including private schools. Provisions of the bill and its legislative consideration are presented. Testimony from hearings is summarized about asbestos health and safety hazards, asbestos exposure in schools, treatment of school asbestos hazards, and the need for a federal program. A section-by-section analysis of the bill and Congressional Budget Office cost estimates for implementation of this legislation conclude the report. (Author/MLF).

ED 177 744

EA 012 250

Murray, Sandra R. Murray, Charles A.

**National Evaluation of the PUSH for Excellence Project: Phase 1. Evaluation Design.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-78601-6/79-1R

Pub Date—79

Contract—400-79-0014

Note—76p.; For a related document, see EA 012 251

Pub Type—Reports—Research/Technical (143);

Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Academic Achievement, \*Evaluation Methods, \*Program Evaluation, Community Involvement, Educational Objectives, Formative Evaluation, Measurement Techniques, Parent Participation, Program Design, Program Development  
Identifiers—PUSH for Excellence Program

Unlike classical experimental evaluation techniques, this evaluation design is intended to accommodate maximum flexibility and a dual purpose: to learn from the program under scrutiny and to help the program in its efforts. The program being evaluated here is the PUSH for Excellence (PUSH-EXCEL) Program whose activities focus on promoting an environment within which better education can take place. Section 1 of the document describes the logic that links PUSH-EXCEL's activities with its goals. This logic is used as a basis for the evaluation design. Section 2 provides an overview of the approach to the evaluation. Section 3 discusses the choice of measurement techniques, and section 4 outlines the segments of the evaluation to be undertaken in 1979-1980. (Author/JM).

ED 177 745

EA 012 251

National Evaluation of the PUSH for Excellence Project: Phase 1. Program Descriptions.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-78601-6/79-1R

Pub Date—79

Contract—400-79-0014

Note—230p.; For a related document, see EA 012 250

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—\*Academic Achievement, \*School Activities, \*Student Attitudes, \*Student Motivation, Attendance, Discipline, Educational Facilities Improvement, Interviews, Parent Participation  
Identifiers—California (Los Angeles), Illinois (Chicago), Missouri (Kansas City), PUSH for Excellence Program

Based on a field study conducted from March 1979 to June 1979, this document describes the PUSH for Excellence projects in three demonstration sites: Chicago, Kansas City, and Los Angeles. The PUSH for Excellence Program is intended to increase student motivation and responsibility, create an atmosphere of order and discipline in the public schools, and provide the opportunity for youth to obtain quality education. Information for this report was gathered by reviewing program documentation, interviewing project staff and other key actors at each site, and observing day-to-day program operations and special events. These activities were preliminary steps in the design of a national evaluation of the PUSH for Excellence Project. Each description contained here begins with a narrative detailing the origins, goals, and special features of the site. Then summaries of program activities in individual school components are presented. (Author/JM).

ED 177 746

EA 012 257

Painter, Bert And Others

The Impact on Pupils of a Labour Dispute in the Public School System. Phases II and III of a Study.

British Columbia Research Council, Vancouver

Spons Agency—British Columbia Dept. of Education, Victoria

Pub Date—79

Pub Type—Reports—Research/Technical (143).  
Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Attendance Patterns, \*Dropout Rate, \*Strikes, \*Student Attitudes, Academic Achievement, Administrator Attitudes, Attendance, Bus Transportation, Elementary Secondary Education, Foreign Countries, Heating, Nonprofessional Personnel, Teacher Attitudes

Identifiers—British Columbia (West Kootenay)

This report aims to reconstruct the experience of the participants within the school districts in the West Kootenay region of British Columbia during the six-week period of a strike/lockout of nonteaching employees. It also attempts to determine the labor dispute's major effects on school performance and to identify ways of minimizing the effects of such a disruption. Although no reliable data are available on the effects on student academic achievement, the evidence is that the dispute generated increased absence and dropout rates for the remainder of the year, particularly at the secondary level. No one factor is sufficient to minimize the effects of the disruptions, nor are the factors purely technical. They are a combination of social and technical variables. The study identified six key factors. They are the attitude of the teaching staff, the degree of responsibility that students are prepared to assume for their education, the amount of parental support, the flexibility of the curriculum and the teachers, and, a factor that can override all else, the temperature of the school. The starting point for minimizing the effects of the disruption is the recognition that school is not in regular operation. (Author/IRT).

ED 177 748

EC 113 228

Andolina, Charlene

Syntactic Maturity and Vocabulary Richness Learning Disabled Children at Four Age Levels.

Pittsburgh Univ. Pa

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Available from—University Microfilms International, P.O. Box 1346, Ann Arbor, Michigan 48106 (Catalogue No 7816776; \$22.00 hard copy, \$11.00 microfiche)

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—\*Age Differences, \*Language Acquisition, \*Learning Disabilities, \*Speech Communication, \*Vocabulary Development, Exceptional Child Research, Syntax

Four age levels of 80 learning disabled (LD) students (7.5-8.11, 9.0-10.5, 10.6-11.11, and 12.0-13.5 years) participated in an examination of syntactic maturity and vocabulary richness in their oral language. Ss were shown two films without the sound turned on, and were then tape recorded as they told the story of the film in their own words. Transcriptions were analyzed with two measures of syntactic maturity (including the Syntactic Density Score) and two of vocabulary richness (Vocabulary Intensity Index and the corrected type-token ratio). Among findings were that a developmental pattern of syntactic maturity existed as measured by the number of T-units (minimal terminable unit) and the average number of words per T-unit, normal children as measured by length of T-unit experienced periods of rapid growth while LD Ss exhibited gradual progress in their control of syntax throughout the age levels, and there was no observable vocabulary developmental pattern as measured by the Vocabulary Intensity Index and simple type-token ratio. Findings suggested that observation and analysis of oral language should be an integral part of classroom assessment procedures. (CL).

ED 177 749

EC 120 168

Dunn, John M. Ed. Harris, Jerry L. Ed

Physical Education for the Handicapped: Meeting the Need Through In-service Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).

Oregon State Univ. Corvallis. School of Health and Physical Education

Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—G007701197

Note—155p

Available from—Oregon State University, School of Health and Physical Education, Corvallis, Oregon 97331 (\$3.00 xerox copy)

Pub Type—Speeches, Conferences Papers (150). Collected Works—Proceedings (021)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—\*Adapted Physical Education, \*Handicapped Children, \*Inservice Education, \*Mainstreaming, \*Physical Education, Accountability, Administrator Role, Conference Reports, Delivery Systems, Educational Legislation, Elementary Secondary Education, Exceptional Child Research, Higher Education, Models,



**Needs Assessment, Parent Child Relationship, Personnel, Rural Education, Suburbs, Teacher Attitudes, Urban Education Identifiers—Education for All Handicapped Children Act**

Twenty papers presented at the Oregon state conference on "Inservice Physical Education and Public Law 94-142" are included in the volume. The first section focuses on the inservice challenge and includes papers on subjects such as the accountability of inservice training for implementation of Public Law 94-142, the practical implications of research in physical education, and needs assessment methodologies for inservice. The second section presents inservice models such as a field based model of physical education for the handicapped, a model staff development program for physical educators, a field delivery system for inservice in a rural area, and a motor development inservice training project. The final section considers inservice for special groups. Among topics covered are a psychosocial approach to inservice physical education, administrative inservice considerations, and an inservice model for university facilities. (PHR).

ED 177 750

EC 120 277

Smith, Carl R.

**Identification of Youngsters with Emotional Disabilities.**

Iowa State Dept. of Public Instruction, Des Moines

Pub Date—76

Pub Type—Information analyses/State of-the-Art Materials (070)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Emotional Disturbances, \*Identification, \*Psychological Evaluation, \*Teacher Role, Behavior Patterns, Definitions, Elementary Secondary Education, Informal Assessment, Interviews, Labeling of Persons, Observation, State of the Art Reviews

A clarification of the identification process for emotionally disturbed children is presented. Traditional definitions of emotional disturbance (ED) are explored and four behavioral clusters within traditional definitions are presented. The four are withdrawal from social interaction (autism), unsatisfactory interpersonal relationships, consistently inappropriate behavior under normal circumstances, and a general pervasive mood of unhappiness or depression. Other factors to be considered in the identification of ED are consistency, intensity, duration, and age appropriateness. Diagnostic information should be obtained from home interviews with the parents, observational data (behavioral checklist, formal observation, interviews with student), self-inventories and projective measurement, and clinical consultation. The rationale for identification is discussed as well as educators' fears of the possible negative side effects of labeling, and their lack of competency in identifying ED. The author concludes that by identifying children with ED, the teacher begins a remediation process. (PHR).

ED 177 751

EC 120 400

Boggs, Keith

**Diversion of Youth from the Juvenile Justice System: Project Orientation Training Manual.**

National Office for Social Responsibility, Arlington, Va

Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date—78

Contract—J-LEAA-008-7

Note—73p

Available from—National Office for Social Responsibility, 1901 North Moore Street, Arlington, VA 22209 (\$5.00 xerox copy)

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Curriculum Design, \*Delinquency, \*Delinquency Prevention, \*Delivery Systems, \*Training Methods, Behavior Problems, Delinquent Rehabilitation, Evaluation, Guides, Juvenile Courts, Needs Assessment, Program Descriptions, Resource Materials

The training manual of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is intended for personnel involved with Youth Service Bureaus and other diversion projects which provide direct services to delinquent or predelinquent youths with the hope of preventing initial or further involvement with the juvenile justice

system. Section 1, "Orientation and Overview," describes objectives of the OJJDP and local project organization and objectives. Section 11 is on the diversion orientation curriculum and describes five modules: rationales for diversion, guidelines for diversion, components of diversion projects, evaluation of diversion projects, and the local diversion project. Each module outlines concepts and training tasks and suggests available training resources. Section 111 is on designing an orientation program and includes subsections on such aspects as assessment of needs, management style and training, multiple media, preparing training agendas, assessment and evaluation activities, and a sample 2 day diversion orientation agenda. (DB).

ED 177 752

EC 120 691

Nesbitt, John A.

**Special Recreation—Bridge to Mainstreaming.**

Iowa Univ. Iowa City. Recreation Education Program

Spons Agency—Gallaudet Coll. Washington, D.C.

Office of Human Development (DHEW), Washington, D.C. Office for Handicapped Individuals. President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date—79

Pub Type—Information analyses/State-of-the-Art Materials (070).

Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Handicapped Children, \*Mainstreaming, \*Recreational Programs, Normalization Handicapped, State of the Art Reviews

Identifiers—Scouting

The document points out the merits of scouting as a recreational program for the handicapped, and considers the YMCA's (Young Men's Christian Association's) Project MAY (Mainstreaming Activities for Youth) and the Boy Scouts of America's (BSA) Scouting for the Handicapped program. Dimensions of scouting seen as beneficial for the handicapped include its career education and recreation education dimensions. It is explained that Project MAY is a 3-year project to assist national youth serving agencies in planning, developing, implementing, promoting, and evaluating a cooperative, coordinated training program aimed at mainstreaming handicapped youth into regular youth programs. Sections also address the BSA program, the National Resource Handbook on Scouting for Handicapped Children, the National Institute on Special Recreation, and recent developments in special recreation (such as the inclusion of therapeutic recreation in services that can be provided if written into the individualized educational plan). (SBH).

ED 177 754

EC 120 694

McCaffrey, Mary Tewey, Stephanna

**WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.**

Council for Exceptional Children, Reston, Va

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date—79

Contract—90-C-863(02)

Note—356p.; Kit includes a 10 unit curriculum; Trainer's guide, overhead transparencies for each session, two film strips with each cassette titled Child Abuse and Neglect: 'What the Educator Sees' and Child Abuse and Neglect: 'What the Educator Can Do' Film and cassette not available from EDRS

Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, VA 22091 (\$85.00)

Pub Type—Non-Print Media (100)

Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—\*Child Abuse, \*Child Neglect, \*Inservice Teacher Education, \*Instructional Materials, \*Prevention, Filmstrips, Identification, Learning Activities, Outreach Programs, Program Evaluation, School Community Relationship, School Policy, Tape Recordings, Teacher Responsibility

The multimedia package for educators was developed from 22 demonstration training projects and is on the prevention and treatment of child abuse and neglect. The package contains two filmstrips with associated tape cassettes, a trainer's guide, and individual packets for ten training sessions (each containing transparencies, worksheets, and resource materials). Training information and sug-

gested activities are given for each of the 10 sessions covering the following eight topics: the problem/responsibility (basic information about child abuse and understanding of the educator's responsibilities); identification (recognition of the indicators of child abuse and neglect); community response (relationship of the educator to other community agencies); policy (development of school policy in the context of a coordinated community effort); the school based team (for the prevention and treatment of child abuse and neglect); school programming (use of school programs and educators to provide support services to the child and family); the community team (the position of the educator on the community multidisciplinary team); and community outreach. The two filmstrips consider what the educator sees and what the educator can do. Both individual and program evaluation materials are provided. (PHR).

ED 177 755

EC 120 773

Litrownik, Alan J.  
**Self-Concept and Self-Regulatory Process in TMRs. Final Report.**  
 San Diego State Univ. Calif. Dept. of Psychology  
 Spons Agency—Bureau of Education for the Handicapped  
 (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—G007500670

Note—91p.; Print is marginally legible on some pages

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Performance Criteria, \*Self Concept, \*Self Control, \*Skill Development, \*Task Performance, \*Trainable Mentally Handicapped, Exceptional Child Research, Generalization, Learning Processes, Program Evaluation, Self Reward, Training Methods

The purpose of the project was to develop and evaluate a training program in self regulatory skills with approximately 40 trainable mentally retarded students (TMR) (mean age 18 years) and to determine the effect of the acquired self regulatory skills on task performance and self concept. In Phase I, six preliminary studies attempted to determine (1) whether TMR students could perform these requisite skills, (2) if these skills could be developed in students who did not have them, and (3) the effects of these acquired skills on task performance. Results indicated that few TMR students had appropriate self regulatory skills, but that these skills could be acquired, generalized, and retained as a result of a brief training period. The second phase involved evaluation of a training program with features appropriate to other structured (e.g. classroom) situations. Two groups were trained in the component self regulatory skills of self monitoring, self evaluation, and self reward, with one group having appropriate external standards of performance set and the other allowed to set its own standards of performance. Two additional groups served as controls. Results indicated (1) that trained students reached criterion and independently transferred self regulatory skills to new tasks; (2) that trained students, especially those who set their own appropriate standards, outperformed other groups; and (3) that there were no differences in self concept between the trained and control groups. (PHR).

ED 177 758

EC 120 884

**Standards for Captioning Film and Television Programs for Deaf Children. Final Report.**

New York Univ. N.Y. Deafness Research and Training Center  
 Spons Agency—Bureau of Education for the Handicapped  
 (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007407451

Note—23p.; Best copy available

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Captions, \*Cognitive Processes, \*Cognitive Style, \*Deafness, \*Material Development, \*Memory, \*Visual Learning, Exceptional Child Research, Films, Hearing Impairments, Television

The paper reports results and discusses implications of three studies on captioning films and television programs for deaf audiences. Study I dealt with the short-term visual memory required in recognition of fingerspelled letters, while study II focused on serial position effects

and forward making (interference produced by first stimulus on the second), and study III concerned the generalizeability of inferences from results with fingerspelling across systems of linguistic symbols. Implications of the research for short-term memory strategies and letter recognition are discussed in terms of individual differences in coding strategies, letter recognition and task demands, and the interaction of the task and individual differences in coding strategies. Practical implications for captioning are seen to cover future research study design and to indicate the possibility that because of differences in cognitive modes there is no one optimal means of captioning material for deaf students. (CL).

ED 177 759

EC 120 885

**A Summary of a Conference to Analyze Language Review Findings. Final Report.**

Rehab Group, Inc. Arlington, Va  
 Spons Agency—Bureau of Education for the Handicapped  
 (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-76-0561

Note—78p

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Conference Reports, \*Handicapped Children, \*Language Acquisition, \*Language Research, Evaluation Methods, Intervention, Research Needs, State of the Art Reviews

The report summarizes a 1976 conference designed to analyze the findings and recommendations of three studies of language development in young handicapped children. It is explained that project directors and language researchers attended the Bureau of Education for the Handicapped—sponsored conference. A summary of conference discussion is presented on the findings and recommendations from a Boston University study on assessment instruments; a University of Kansas study on the assessment of language-related skills of pre-linguistic children, and establishment of a computer based storage and retrieval system for language literature; and a study at George Peabody College of a model of valid language approaches for clinicians. Suggestions regarding areas of future research, methodologies, and procedures are discussed regarding three areas: language acquisition and care-giver/child interactions, intervention strategies with handicapped children, and design of assessment instruments and procedures. (CL).

ED 177 760

EC 120 886

Ryan, Bruce P. Gray, Burl B.  
**Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report.**

Behavioral Sciences Inst. Carmel, Calif  
 Spons Agency—Bureau of Education for the Handicapped  
 (DHEW/OE), Washington, D.C.

Report No.—443CH:50105

Pub Date—76

Contract—G007500666

Note—96p

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—\*Handicapped Children, \*Language Programs, \*Program Development, \*Program Evaluation, \*Success, Teacher Characteristics

Identifiers—Monterey Language Program

The report details implementation of the Monterey Language Program and the Monterey Plan, a systematic procedure for teaching language to handicapped children, in 16 sites. Data is explained to have been based on 136 questionnaires completed by administrators, supervisors, and language teachers; 109 interviews, and 41 on-site observations. Primary questions are said to have focused on how many language teachers still use the product, how well, and why they use it. Among findings discussed are that 63% of the language teachers were still using the program with a 90% accuracy. Characteristics of language teachers still using the program are described, as are characteristics of successful projects and of teachers who do not still use the program. Ten guidelines highlight such implementation. Considerations as provision of practicum procedure with real students, encouragement of individual teachers to make

minor modifications in the procedure, and development of a responsive yet easy to administer evaluation system. (CL).

ED 177 761

EC 121 112

Kranz, Bella

# **Multi-Dimensional Screening Device (MDS) for the Identification of Gifted/Talented Children.**

North Dakota Univ. Grand Forks. Bureau of Educational Research and Services

Pub Date—78

Available from—Bureau of Educational Research and Services, University of North Dakota, Grand Forks, North Dakota 58202 (\$1.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage, PC Not Available from EDRS

Descriptors—\*Cultural Pluralism, \*Gifted, \*Screening Tests, \*Talent, \*Talent Identification, Creativity, Cultural Differences, Evaluation Methods, Guidelines, Models, Test Bias Identifiers—Multi Dimensional Screening Device

The monograph presents a model for identifying gifted/talented children which is based on a multidimensional concept of intelligence, designed to include the less accepted school population in its initial search, and tied to a staff development program for teachers who must be part of the screening process. Rationale for the Multi-Dimensional Screening Device (MDS) is discussed, and seven steps in implementing the MDS are outlined, beginning with staff development and individual rating of students to selection of children by a local screening committee. Definitions and examples of the following 10 categories in the MDS are listed: ability in the visual arts, ability in the performing arts, demonstrated creative or productive thinking, academic ability in a particular discipline, general intellectual ability at or above 1 out of 100 range, leadership qualities, organizing, and decision making, psychomotor history and abilities; history and use of spatial and abstract thinking, high discrepancy between performance and general intellectual ability, and talent associated with the child's cultural heritage. Scoring procedures for the MDS are described. (CL)

ED 177 762

EC 121 113

Brooks, Kenneth W

# **Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.**

National Association of State Directors of Special Education, Washington, D.C.

Pub Date—79

Available from—National Association of State Directors of Special Education, 1201 16th Street, N.W. Washington, D.C. 20036 (\$7.00)

Pub Type—Guides/Methods/Techniques—Non Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—\*Architectural Barriers, \*Building Design, \*Design Requirements, \*Facility Planning, \*Handicapped Children, Compliance Legal, Facility Guidelines, Federal Legislation, Guidelines, Standards

The guide details characteristics to provide architecturally accessible special education programs for handicapped students. Impetus for the accessibility movement is traced to legislation, including the Architectural Barriers Act and Sections 503 and 504 of the Rehabilitation Act of 1973. Planning features considered are the development of a master plan, identification of qualitative and quantitative needs, determination of resources, and staff involvement. A final section outlines specific accessibility requirements and current and proposed ANS (American National Standard Specifications) standards for general interior considerations, specific areas within facilities, ground and floor surfaces, parking and passenger loading zones, ramps, stairs, elevators, drinking fountains, bathrooms, alarms, signage, telephone, and assembly areas. (CL)

ED 177 763

EC 121 114

Henderson, Hyrum S.

# **The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.**

Utah State Univ. Logan

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—OEC-74-9327

Note—339p., Some print is small and may be difficult to read

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—\*Inservice Teacher Education, \*Mainstreaming, \*Mild Mental Retardation, \*Rural Areas, Exceptional Child Research, Higher Education, Instructional Materials, Mental Retardation, Program Effectiveness, Teaching Methods Identifiers—Mildly Handicapped

The effectiveness of two courses designed to train 96 regular classroom teachers in rural areas to teach mildly handicapped children in their classrooms was examined. The courses covered teaching methods and materials and included self instructional materials. A posttest only control group design was employed. Data were collected on four measures, a criterion referenced test covering each course, a classroom observation and recording form, and a teacher inventory. Results indicated that teachers in the experimental group made significantly fewer errors on the criterion referenced tests and used more of the recommended techniques than teachers in the control group. No significant differences were found in perceived job satisfaction or teaching effectiveness. (Among 13 appendixes are sample criterion referenced tests and rating forms.) (CL)

ED 177 766

EC 121 117

Walker, Hill M. And Others

# **Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.**

Oregon Univ. Eugene. Dept. of Special Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Pub Type—Tests, Questionnaires, Evaluation instruments (160)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—\*Behavior Problems, \*Behavior Rating Scales, \*Classroom Observation Techniques, Emotional Disturbances, Observation, Peer Relationship, Records Forms, Tests

The paper describes a method of observation and data recording for use with the acting-out child in the classroom. The form is explained to provide a record of behavior, measure rate, and note consequent social responses to the child's behavior from the environment, while also monitoring the behavior of the child's peers during observation sessions. The observation procedure is detailed, and code criteria is explained for classroom behavior (individual work, group activity, nonattending, noise-nonverbal, vocalization, physical contact, movement, vocal initiation to subject); responses (attention, praise, disapproval, compliance, noncompliance, physical contact); and response agents (teacher, peer, observer). A criterion code test with answers is included. (CL)

ED 177 768

EC 121 419

# **Mainstreaming Handicapped Individuals. Parks and Recreation Design Standards Manual.**

Illinois State Dept. of Conservation, Springfield

Pub Date—78

Available from—Department of Conservation, Bureau of Land and Historic Sites, 405 E. Washington, Springfield, Illinois 62706 (Free)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Architectural Barriers, \*Design Requirements, \*Disabilities, \*Parks, \*Recreational Facilities, Building Design, Guidelines, Physical Disabilities, Standards

Intended as a guide for designing and constructing accessible buildings and park facilities for handicapped persons, the manual details design considerations for the following areas: parks and recreation areas, identification signs, parking, trails, picnic areas, furnishings, camp sites, boating, fishing, play and game areas, swimming



areas, amphitheaters, lodges/cabins, public telephones, toilet rooms, fountains, walks, curb cuts, ramps, rest areas, entrances/exits, floors/corridors, handrails, stairs, elevators and hand controls, and control devices. Each section includes drawings or photographs to illustrate design specifications. (CL).

ED 177 769

EC 121 120

**The Status of Handicapped Children in Head Start Programs. Sixth Annual Report.**

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—\*Handicapped Children, \*Mainstreaming, \*Preschool Education, \*Program Evaluation, Annual Reports, Exceptional Child Services, Federal Programs, Statistical Data

Identifiers—Project Head Start

The sixth annual report to Congress on Head Start services to handicapped children details the number and type of children served for the 1977-78 year and the 1977 summer program. An introductory section provides background information, including an overview of Head Start policies regarding handicapped children. Chapter 2 presents findings on the number, types of handicaps, and severity of handicaps served. Among results cited are that handicapped children accounted for 13% of the total enrollment in full year programs; and that the distribution of handicapped children categorized by primary handicapping condition ranged from 52.7% speech impaired to .4% blind. Chapter 3 summarizes the following types of Head Start services: outreach and recruitment, diagnosis and assessment, mainstreaming and special services, training and technical assistance, parent services, interagency cooperation, and summer Head Start programs. Results of a 2-year study on mainstreaming in Head Start are included. Among four appendixes are survey results of handicapped children in Head Start by state. (CL).

ED 177 770

EC 121 121

Guess, Doug And Others

**Language Intervention Programs and Procedures for Language Handicapped Children: A Review of the Literature. Final Report. Volume I.**

Kansas Neurological Inst. Topeka

Spons Agency—Office of Education (DHEW), Washington, D.C. School Systems Branch.

Pub Date—77

Contract—OEC-0-74-9184. R0077FPA

Note—170p. For related documents, see EC 121 122-124

Pub Type—Reports—Evaluative/Feasibility (142). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—\*Communication Problems, \*Communication Skills, \*Handicapped Children, \*Language Handicaps, \*Language Programs, \*Preschool Education, Intervention, Language Acquisition, Language Patterns, Linguistics, Literature Reviews, Operant Conditioning, Program Evaluation, State of the Art Reviews

The first of four documents assesses the state of the art in the area of speech and language intervention for preschool handicapped children. It is explained in an introductory chapter that the report is designed to furnish an overview of existing programs and procedures which exemplify the field and identify critical issues which currently exist in a behavioral analysis of language intervention efforts for handicapped children. Chapter 2 reviews the intervention procedures for language related behaviors which include audiometric training procedures and the training of generalized imitation skills. Chapter 3 considers investigations where operant based intervention procedures and techniques have been applied to specific areas of linguistic behaviors (semantic development, morphology, syntax, spontaneous speech, and inappropriate speech and language). The purpose of Chapter 4 is to review and assess some of the more prominent comprehensive language programs currently available including the Illinois Program for Systematic Language Instruction, the Peabody Language Development Kit, and the Non-Speech Language Intervention Program. Described are the theoretical underpinnings of each

program, the supporting data if available, prerequisite skills for entering the program, content areas, cost of purchase, source, and other information unique to the program. Chapter 5 addresses several of the conceptual issues which have served as areas for debate and controversy (such as the relationship between productive speech and receptive language, and the sequencing of linguistic structures). (Author/SBH).

ED 177 771

EC 121 122

Longhurst, Thomas M.

**Language Acquisition and Assessment in Normal and Handicapped Preschool Children: A Review of the Literature. Final Report. Volume II.**

Kansas Neurological Inst. Topeka

Spons Agency—Office of Education (DHEW), Washington, D.C. School Systems Branch.

Pub Date—77

Contract—R0077FPA

Note—412p. For related information, see EC 121 121-124

Pub Type—Information analyses/State-of-the-Art Materials (070).

Reference Materials—Bibliographies (131)—

EDRS Price—MF01/PC17 Plus Postage

Descriptors—\*Evaluation Methods, \*Handicapped Children, \*Language Acquisition, \*Language Tests, \*Preschool Education, Bibliographies, Emotional Disturbances, Hearing Impairments, Language Proficiency, Literature Reviews, Mental Retardation, Neurological Impairments

The second of four documents provides a summary of the scientific literature pertaining to spontaneous language acquisition in handicapped preschool children, and reviews and evaluates procedures for assessing language acquisition in these children. Chapter 1 focuses on language development in nonhandicapped children after they have acquired their first word to the time they begin school. The skills that are acquired by nonhandicapped children during this relatively short time period are reviewed for handicapped children in Chapter 2. Sections in this chapter focus on the following specific handicapping conditions: acoustically handicapped, neurologically handicapped, emotionally handicapped, and mentally handicapped. Also addressed are the effects of institutionalization, influence of brain damage, Down's syndrome children, developmental delay vs. specific deficit, and the critical period. Chapter 3 contains a review of some of the issues, assumptions, and current approaches to language assessment in young children. The assessment paradigm, test standardization, phonological assessment, morphological and syntactic assessment, vocabulary and basic concepts assessment, global language tests, and communication assessment are considered. Appendixes contain specific descriptions of speech and language assessment procedures grouped into general development and performance, global language, phonological, morphological, and syntactic, and vocabulary and basic concept assessment procedures. A bibliography completes the document. (Author/SBH).

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Subject Term — Consumer Education  
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Curriculum Tracking: Some of Its Causes and Consequences Under a Meritocracy.

ED 177 693

Maryland Accountability Program Report V. School Year 1977-1978. Revised.

ED 177 716

National Evaluation of the PUSH for Excellence Project: Phase 1. Program Descriptions.

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Maryland Accountability Program Report V. School Year 1977-1978. Revised.

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Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).

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21 Administrative Problems and How to Solve Them. Third Printing, October 1979.

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Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session.

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Personal Author

Matejic, Denise M.

Helping Families Adjust to Economic  
Change A Project Report.

Accession Number

Document Title

ED 181 239

**Amberson, Max L.**

Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).

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Inservice Education Preferences of Educators.

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**Barr, Richard H.**

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**Bayne, G. Keith**

Developing Teacher Competencies in Working with Handicapped Students. Final

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**Boggs, Keith**

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**Bolland, Kathleen A.**

Vocational Education Outcomes: An Evaluative Bibliography of Empirical Studies. Bibliography Series No. 49.

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**Brandt, Ronald S. Ed.**

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ED 177 700

**Brazelle, R. R.**

Forecasts of Primary and Secondary School Enrolment in Bophuthatswana, 1979-1983 and the Implications Thereof for the Provision of Teachers and Classrooms and for Government Expenditure.

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**Brooks, Kenneth W.**

Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.

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**Campbell, Richard W.**

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.

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**Carroll, James D.**

Documentation of the Crisis in Public Education in New Jersey: 1975-1976. Volume I. A Case Study Analysis.

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**Cepica, M. J.**

Development of Guidelines for Summer Vocational Agriculture Programs in Texas. Comprehensive Final Report.

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**Dahl, Peter R.**

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ED 177 318

**Darcy, Robert L.**

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163.

ED 177 323

**Dann, John M. Ed.**

Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).

ED 177 749

**Farley, Joanne**

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170.

ED 177 321

**Foster, Betty J.**

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- tionality and Discretion. A Legal Memorandum. ED 177 731
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- Hall, Linda**  
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- Harrison, Laurie R.**  
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- Meler, Gretl S.**  
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- Miller, Geoffrey Clark**  
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- Proud Option Project. Final Report. ED 177 337
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- Murray, Sandra R.**  
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A Partisan Political Organization's Intervention in the Election of a Nonpartisan Board of Education. ED 177 718
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Identification of Youngsters with Emotional Disabilities.  
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Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48.  
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WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect.  
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- Van Rooyen, L.**  
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- Walker, Hill M.**  
Research Program II, Project B: An Experimental Approach to the Development of Intervention Programs for Factorially Derived Groupings of Deviant Classroom Behavior. Manual, Rating Instructions, and Coding Criteria for the Observation Schedule for Acting Out Syndrome.  
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Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III.  
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- Whiteford, Emma B.**  
Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.  
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Institution — Rutgers, The State Univ., New Brunswick,  
N.J. Cooperative Extension Service.  
Document Title — Helping Families Adjust to Economic  
Change. A Project Report. Accession Number — ED 181 239

## Administration for Children, Youth, and Families (DHEW), Washington, D.C.

The Status of Handicapped Children in Head Start Programs. Sixth Annual Report. ED 177 769

## Alpha Group, Wellesley Hills, Mass.

Job Functional Profile. ED 177 338  
Proud Option Project. Final Report. ED 177 337  
Student Functional Profile. ED 177 339

## American Association of School Administrators, Arlington, Va.

Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1. ED 177 701

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report. ED 177 704

Selecting a Superintendent. Superintendent Career Development Series No. 2. ED 177 702

## American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III. ED 177 317

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## American Institutes for Research in the Behavioral Sciences, Washington, D.C.

National Evaluation of the PUSH for Excellence Project: Phase 1. Program

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## Architectural and Transportation Barriers Compliance Board, Washington, D.C.

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## Association for Supervision and Curriculum Development, Alexandria, Va.

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## Attending Staff Association of Rancho Los Amigos Hospital, Inc. Downey, Calif.

The Effects of Providing Pre-Vocational Services to Handicapped Young Adults, to Increase Their Readiness for Vocational Education and Training Programs: A Controlled Demonstration. Final Report. ED 177 363

## Baltimore City Public Schools, Md.

Performance Evaluation of School Based Administrators (and) Baltimore City Public School Circulars No. 385, 215, 351. ED 177 687

## Behavioral Sciences Inst. Carmel, Calif.

Follow Up Study on the Dissemination of Programmed Language Instruction. Final Report. ED 177 760

## British Columbia Research Council, Vancouver.

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in the Public School System. Phases II and III of a Study. ED 177 746

## Canadian Education Association, Toronto (Ontario).

Leadership Issues for Canadian Education. ED 177 734//

## City Univ. of New York, N.Y. Center for Advanced Study in Education.

Fifth Annual Conference on Public and Non-Public Schools: Education Faces the 80's and Beyond. Proceedings. ED 177 741

## Commission on Civil Rights, Washington, D.C.

Improving Girls' Occupational Potential. A Review of the Literature. ED 177 369

## Congress of the U.S., Washington, D.C. House.

Asbestos School Hazard Detection and Control Act of 1979. 96th Congress, 1st Session. ED 177 742

## Council for Exceptional Children, Reston, Va.

WE CAN HELP: Specialized Curriculum for Educators on the Prevention and Treatment of Child Abuse and Neglect. ED 177 754

## Education News Service, Sacramento, Calif.

Keeping Students in School: Problems and Solutions. AASA Critical Issues Report. ED 177 704

## Educational Research Service, Arlington, Va.

School Staffing Ratios: Update 1978-79. ERS Research Memo. ED 177 735//

## Educational Service Bureau, Inc., Arlington, Va. Administrative Leadership Service.

- 21 Administrative Problems and How to Solve Them. Third Printing, October 1979.  
ED 177 711//
- EPD Consortium D, Richardson, Tex.  
Evaluation of Home Visitations as a Part of Vocational Homemaking Education in Texas. Final Report.  
ED 177 340
- George Washington Univ. Washington, D.C. Social Research Group.  
Social and Educational Antecedents to Youth Unemployment.  
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- Illinois State Dept. of Conservation, Springfield.  
Mainstreaming Handicapped Individuals: Parks and Recreation Design Standards Manual.  
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- Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.  
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- Illinois State Univ. Normal. Center for the Study of Educational Finance.  
Conditional Wealth Neutrality as a School Finance Equity Criterion in Illinois  
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- Louisville Univ. Ky. Dept. of Occupational and Career Education.  
Developing Teacher Competencies in Working with Handicapped Students. Final Report.  
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- Maryland State Dept. of Education, Baltimore.  
Maryland Accountability Program Report V. School Year 1977-1978. Revised.  
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- Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education.  
Individualized Instructional Materials for Special Needs Students in Junior High School Home Economics Programs.  
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- Montana State Univ. Bozeman. Montana Agricultural Experiment Station.  
Agricultural Manpower Project Update. Preliminary (Report). (A Review of Existing and Projected Job Titles in Montana Agricultural Production, Agricultural Supplies and Services, Ag Mechanics, Ornamental Horticulture, Ag Resources, Ag Products, and Forestry Businesses).  
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- National Association of Secondary School Principals, Reston, Va.  
Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.  
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- National Association of State Directors of Special Education, Washington, D.C.  
Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools.  
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- National Center for Education Statistics (DHEW), Washington, D.C.  
Revenues and Expenditures for Public Elementary and Secondary Education 1976-77.  
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Money and Education: A Guide to Michigan School Finance.  
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- Money and Education: A Guide to Rhode Island School Finance.  
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- National Office for Social Responsibility, Arlington, Va.  
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Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 11: Economics of Energy Conservation.  
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- Energy Conservation Curriculum for Secondary and Post-Secondary Students. Module 1: Awareness of the Energy Dilemma.  
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- New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.  
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Standards for Captioning Film and Television Programs for Deaf Children. Final Report.  
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Multi-Dimensional Screening Device (MDS) for the Identification of Gifted/Talented Children.

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Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.

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**Office of Career Education (DHEW/OE), Washington, D.C.**

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Physical Education for the Handicapped: Meeting the Need Through Inservice Education. Proceedings of a National Conference held at Oregon State University (Corvallis, Oregon, May 1979).

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Handbook for the Identification and Assessment of Disadvantaged Learners.

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Syntactic Maturity and Vocabulary Richness Learning Disabled Children at

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A Summary of a Conference to Analyze Language Review Findings. Final Report.

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Understanding the Attitudes of Secondary School Principals and Superintendents in the State of Washington toward Vocational Education. Final Report, February, 1977 through March, 1979.

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**Research for Better Schools, Inc. Philadelphia, Pa.**

Handbook for Career Exploration, Program Development. Second Edition.

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**Upjohn (W. E.) Inst. for Employment Research, Kalamazoo, Mich.**

Job Sharing. A New Pattern for Quality of Work and Life.

ED 177 678//

**Utah State Univ. Logan.**

The Development of Mediated Training Programs for Workers with the Handicapped. Final Report.

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**Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program.**

The Role of High School Agriculture Education in the Occupational Success of Graduates in Virginia and Ten Southern States.

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**Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education.**

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dent and Employer Follow-up. Final Report.

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**Wisconsin Univ. Madison. Research and Development Center for Individualized Schooling.**

Overview of School and Unit Variables and Their Structural Relations in Phase I of the IGE Evaluation.

ED 177 736

**Work in America Inst. Scarsdale, N.Y.**

Changing Attitudes to Work and Life Styles.

ED 177 320



# SAMPLE PROJECT RESUME

Accession Number 80-0000  
 Project Director Solar Curriculum Development In State Community Colleges and Area Vocational-Technical Schools.  
 Organization Project Director: Hooper, James  
 Address Organization: Seward County Community Junior College  
 Telephone Address: Liberal, KS 67801  
 Number Telephone: (903) 781-9002  
 Funding Period Sponsoring Agency: Kansas State Dept. of Education, Topeka  
 Fiscal Year Contract/Control Number: 80-133-11  
 Funding Note: This project also received \$8,680 in local funds for FY 1980.  
 Fiscal Year Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, \*Learning Modules, Manpower Development, \*Paraprofessional Personnel, Postsecondary Education, Secondary Education, \*Solar Radiation, \*Task Analysis  
 Descriptors Identifiers: Proposal, State  
 Identifiers A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

Title  
 Sponsoring Agency  
 Contract or State Control Number  
 Descriptive Note  
 Abstract

# PROJECTS IN PROGRESS

## State-Administered Projects

### Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

## ALASKA

### Curriculum Development (Sec. 133)

000323

#### Career and Vocational Education Program Articulation—Electronics and Energy

Project Director: Davis, E. E.

Organization: Anchorage Borough School District, 4600 DeBarr,  
Pouch 6614, Anchorage, AK 99502

Sponsoring Agency: Alaska State Dept. of Education, Juneau

Contract/Control No.: 00502

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$72,500

Descriptors: \*Competency Based Education, \*Articulation Education, \*Electronics, \*Individualized Instruction, \*Energy, \*In-service Education, School Business Relationship, Experiential Learning, Secondary Education, Career Guidance, Postsecondary Education, Audiovisual Aids

Identifiers: State, Proposal

Individualized, competency-based programs in electronics and energy will be developed, and vocational educators will be trained in their use. Business and industry will be involved in developing and delivering competency-based experiences in electronics. Secondary and postsecondary guidance counselors will receive training and technical assistance in vocational and career counseling with special emphasis on electronics and energy. Electronics employers will be surveyed, and articulation agreements with industry developed. A 'Handbook for Delivery of Guidance/Placement/Follow-up' will be developed. A long-range plan for meeting the manpower needs of the region will be developed. Products will also include two staff development modules, 'Rationale and Purpose' and 'Develop Process'; a ten-minute audiovisual presentation on 'Your Role in Education as a Community Resource'; and annotated bibliographies of electronics, individualized competency-based education, and career guidance. An adopter's guide that identifies steps for articulating programs will be developed, and a newsletter will be published bimonthly. Formative and summative evaluations will be carried out. A three-credit summer institute on various program components will be held for thirty vocational educators selected from throughout the state.

## ARKANSAS

### Research (Sec. 131)

000346

#### Developing and Field Testing Instructional Modules for the Office Procedures Curriculum at the Secondary School Level

Project Director: Clayton, Dean

Organization: University of Arkansas, Fayetteville, AR 72701

Telephone: (501) 575-4758

Sponsoring Agency: Arkansas State Dept. of Education, Little Rock

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$24,364

Descriptors: \*Instructional Materials, \*Business Education, \*Office Occupations Education, \*Behavioral Objectives, Program Guides, Secondary Education

Identifiers: State, Proposal

Instructional units to support objectives in one of three cluster manuals developed under a previously funded articulation project in business education will be developed and field tested. Clusters which might be included in 'curriculum' development and instructional strategies projects will be determined; instructional manuals for articulation in business education—office procedures will be developed, field tested, and printed; a student competency profile sheet will be developed; and materials will be disseminated. Office procedures teachers will develop and field test the materials. A final report will be delivered.

000347

#### Vocational Education In-service Training for Areas Impacted by New Lignite Industry

Project Director: Robinson, Fred

Organization: Warren Area Vocational Center, Warren, AR 71671

Sponsoring Agency: Arkansas State Dept. of Education, Little Rock

Contract/Control No.: R80-01A (F1293)

Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80

Fiscal Year Funding: \$7,430

Descriptors: \*Trade And Industrial Education, \*Needs Assessment, \*Program Development, Secondary Education, Postsecondary Education, Comparative Analysis, Staff Development

Identifiers: State, Proposal, \*Emerging Occupations, \*Mining

The role of vocational education in meeting the emerging economic, educational, and training needs of new industry will be determined. A study of lignite mining will be made to determine the impact of industrial growth on a community; comparative analyses will be conducted of data collected on an area where lignite mining has impacted and on an emerging lignite mining area in southeast Arkansas. An assessment of the capability of secondary and postsecondary vocational programs to meet lignite mining and power production industry needs will be conducted. As a result, plans will be made for staff

development, curriculum modification, and possible new and emerging training programs. Plan implementation will occur in phase 2.

000324

### Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith, Arkansas.

Project Director: Morris, Betty

Organization: Fort Smith Public Schools, Fort Smith, AR

Telephone: (501) 785-2173

Sponsoring Agency: Arkansas State Dept. of Education, Little Rock

Contract/Control No.: 1747 (FO266)

Funding Period: Start Date 01 Aug 78; End Date 31 Jul 80

Fiscal Year Funding: \$20,394

Descriptors: \*Career Guidance, \*Career Counseling, \*Dropouts, \*Adults, \*School Community Relationship, \*Job Placement, Student Attitudes

Identifiers: State, Proposal

A school-community plan including career guidance, counseling, placement, and follow-up services will be developed for coordinating meaningful educational and occupational experiences for school dropouts and adults. The first year of the program will deal with planning, developing, and testing strategies to meet the needs of the target groups. The second year will focus on the implementation of career guidance services and placement activities. A reduction in student disaffection with school and learning and the development of closer ties among the school, social agencies, employment agencies, and parents is expected. A visual model with an in-depth description of the implementation process will be produced.

000348

### Coordinated Career Education Curriculum Project.

Project Director: Arn, Joseph

Organization: University of Central Arkansas, Conway, AR 72032

Telephone: (501) 329-2931

Sponsoring Agency: Arkansas State Dept. of Education, Little Rock

Contract/Control No.: R79-03 (3217) F0352

Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80

Fiscal Year Funding: \$14,674

Descriptors: \*Career Education, \*Cooperative Education, \*Disabilities, \*Disadvantaged Youth, \*Competency Based Education, School Business Relationship

Identifiers: State, Proposal

A coordinated career education curriculum guide which will enable coordinated career education teachers to provide cooperative education learning experiences so handicapped and disadvantaged students can achieve educational objectives more effectively and efficiently will be developed. Performance-based materials, teacher strategies, and media will be developed to accompany the curriculum. The business community will be involved in project planning. Project staff will disseminate materials and provide in-service training.

## CALIFORNIA

### Research (Sec. 131)

000319

### Process Design: Program Development Based on New and Emerging Occupations.

Project Director: Maxwell, G. W.

Organization: San Jose State University, San Jose, CA 95192

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 102

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$33,800 (Charged to FY 1979)

Descriptors: \*Program Planning, \*Program Development, \*Task Analysis, \*Administration Guides, \*Occupational Information X, Secondary Education, Postsecondary Education, Community Colleges

Identifiers: \*Emerging Occupations, State, Proposal

A system for local education personnel at secondary and community college levels to use for identifying new and emerging occupations in California will be developed. Alternative methods and procedures will also be provided for performing task analyses of occupations to collect data for making educational decisions and developing secondary and community college instructional programs. A handbook containing the process and procedures will be developed; 500 copies will be printed and disseminated to the state department of education and chancellor's office, California community colleges. The system will enable local education agency personnel to quickly reflect employment market changes in classroom programs.

000349

### Strategies for Strengthening Rural Vocational Programs.

Project Director: Twomey, John P.

Organization: Planning Associates, 2011 L Street, Suite 4, Merced, CA 95340

Telephone: (209) 383-0820

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 8533

Funding Period: Start Date 08 Aug 79; End Date 30 Jun 80

Fiscal Year Funding: \$28,000 (Charged to FY 1979)

Descriptors: \*Need Assessment, \*Rural Education, \*Instructional Innovation, \*Teaching Methods, Secondary Schools, Community Colleges

Identifiers: State, Proposal

Rural vocational education needs will be documented and strategies developed to meet them. Trial strategies will be implemented at eight secondary schools and community colleges; progress will be assessed, and necessary continuing activities determined. A system for determining project impact on instruction, including indirect improvement through improved management and innovative instructional strategies and methodology, will be designed, reviewed, and modified. In-service activities will be conducted, and a final report delivered.

### Exemplary and Innovative (Sec. 132)

000350

### Career Activities for Relevant Education (CARE).

Project Director: Rice, Don W.

Organization: Imperial County Superintendent of Schools, 155 South Eleventh Street, El Centro, CA 92243

Sponsoring Agency: California State Dept. of Education, Sacramento

Contract/Control No.: 12-10132-3-0-426

Funding Period: Start Date 15 Apr 80; End Date 15 Jun 81

Fiscal Year Funding: \$10,000

Descriptors: \*Career Guidance, \*Staff Development, \*Learning Activities, \*Special Education, \*Instructional Materials, \*Inservice Education X, Class Activities, Elementary Education, Career Education

Identifiers: State, Proposal

A career guidance program for students in grades K-8. CARE will be infused into the regular and special education classes. In addition, the program will be used as a model for three one-day staff development workshops which will include techniques and procedures for using CARE materials and resources to implement a career guidance program. Evaluations will be collected from three sources: workshop participants' evaluation of the effectiveness of the materials and presentations; measurement of improved delivery of career guidance services to instructional personnel at the end of the project, and administration of a pre-and posttest to students.

000351

### Vocational Assessment System and Cooperative Work Experience Model for Disabled Students.

Project Director: Hans, David

Organization: Vista College, Peralta Community College District, 2020 Milvia Street, Berkeley, CA 94704

Telephone: (415) 841-8421

**Sponsoring Agency:** California State Dept. of Education, Sacramento

**Contract/Control No.:** 01-61267-3-0-448

**Funding Period:** Start Date 01 Sep 79; End Date 30 Sep 80

**Fiscal Year Funding:** \$79,642

**Descriptors:** \*Disabilities, \*Work Experience Programs, \*Student Evaluation, \*Cooperative Education, \*Student Placement X, College Students, Affirmative Action, School Community Relationship, Career Counseling, Postsecondary Education, Job Skills

**Identifiers:** State, Proposal

A model program which will assess vocational competencies of disabled students at Vista College, prescribe appropriate training, and place them in training and on-the-job work experiences will be developed to help disabled students become assimilated into the work place. Students will be placed in community work sites, and college staff will provide on-the-job support and supervision. Employers will be provided with support services including consultation on removing physical barriers and affirmative action hiring practices. An advisory committee consisting of employers, vocational instructors, and students will evaluate the program. A final report will be prepared with recommendations for replication.

## Curriculum Development (Sec. 133)

000352

**In-service Skill and Competency Workshops—Upgrading the Curriculum for Programs Related to the Agricultural Chemical Industry.**

**Project Director:** Gish, Vearl

**Organization:** Sierra Joint Community District, 5000 Rocklin Road, Rocklin, CA 95677

**Telephone:** (916) 624-3333

**Sponsoring Agency:** California State Dept. of Education, Sacramento

**Contract/Control No.:** 31-66963-3-0-352

**Funding Period:** Start Date 01 Jan 80; End Date 30 Jun 81

**Fiscal Year Funding:** \$6,374

**Descriptors:** \*Advisory Committees, \*Agricultural Chemical Occupations, \*Agricultural Education, \*School Business Relationship, \*Job Skills, \*Community Colleges, Postsecondary Education

**Identifiers:** State, Proposal

An advisory committee composed of five agricultural chemical industry representatives and five agriculture instructors will be established to develop new job descriptions for the industry and articulate appropriate curriculum guidelines for the community college. Results will be disseminated through annual meetings and conferences of both groups. Guidelines for subsequent annual evaluations of industry-education relationships will be developed.

000353

**Health Careers Curriculum Module Development.**

**Project Director:** Munz, Larry M.

**Organization:** San Bernardino County Superintendent of Schools, 602 S Tippecanoe Avenue, San Bernadino, CA 92415

**Telephone:** (714) 383-2091

**Sponsoring Agency:** California State Dept. of Education, Sacramento

**Contract/Control No.:** 36-10363-3-0-308

**Funding Period:** Start Date 02 Jan 80; End Date 30 Jun 80

**Fiscal Year Funding:** \$4,500

**Descriptors:** \*Health Occupations, \*Allied Health Occupations Education, \*Advisory Committees, \*School Community Relationship, \*Program Evaluation, Resource Materials, Sex Fairness, Student Recruitment

**Identifiers:** State, Proposal

In one component of this project, a module will be developed to explain in detail how to organize and use advisory committees for overall program review and improvement in overcoming sex bias, and in helping to recruit and retain disadvantaged and handicapped students in health careers programs. The second module will show how to efficiently select, schedule, and use community-based facilities

to help prepare students in health careers. An evaluation instrument which will measure the effectiveness of the modules in accomplishing program improvement and appropriateness of in-service presentation and format presented will be included. Three hundred copies of the modules will be prepared and disseminated at the spring conference of the California Association of Health Career Educators.

000354

**Electricity/Electronics Curriculum Guide—Phase 3.**

**Project Director:** Bush, Keith

**Organization:** East Side Union High School District, 830 N Capitol Avenue, San Jose, CA 95133

**Telephone:** (408) 926-7603

**Sponsoring Agency:** California State Dept. of Education, Sacramento

**Contract/Control No.:** 43-69427-3-0-312

**Funding Period:** Start Date 01 Jan 80; End Date 30 Jun 81

**Fiscal Year Funding:** \$56,000

**Descriptors:** \*Electronics, \*Electrical Occupations, \*Curriculum Guides, \*Learning Modules, \*Competency Based Education, Instructional Materials, Technical Occupations, Secondary Education, Grade 11, Grade 12, Trade And Industrial Education

**Identifiers:** State, Proposal

In phase 3 of this project, technical curriculum materials in electricity and electronics for grades 11 and 12 will be completed. Using the competency-based cluster approach previously developed, the project will formulate twenty-six additional instructional learning modules which will provide the students with the competencies for entry-level occupations and specialization. The modules together with the curriculum guide outline will provide both the student and teachers with an updated, articulated, and cohesive program to meet the technical needs of the area

000355

**Development of Attitudinal Components for the California Business Education Program Guide.**

**Project Director:** Whitman, Patricia D.

**Organization:** Los Angeles County Superintendent of Public Schools, 9300 East Imperial Highway, Downey, CA 90242

**Sponsoring Agency:** California State Dept. of Education, Sacramento

**Contract/Control No.:** 19-10199-3-0-309

**Funding Period:** Start Date 15 Feb 80; End Date 30 Jun 81

**Fiscal Year Funding:** \$20,000

**Descriptors:** \*Learning Modules, \*Multimedia Instruction, \*Office Occupations Education, \*Student Attitudes, \*Work Attitudes, Instructional Materials, Values Education, Decision Making Skills, Consumer Education, Business Education

**Identifiers:** State, Proposal

Four multimedia instructional modules in the following areas will be developed: positive attitudes and values to facilitate success, leadership decision-making skills, economic understandings and consumer decisions and their relationship to job performance, and business organization and operation. Each module will contain a student instructional manual, teacher's guide, pre- and posttest, student working papers, and appropriate cassette tapes and slides or film strips. The materials will be appropriate for all office education students including disadvantaged, handicapped, and limited English-speaking. The modules will contain materials to help students deal with problems of sex bias and sex stereotyping and will be reviewed to ensure that they are not biased or discriminatory.

000325

**Learning Activity Packages.**

**Project Director:** Bender, Vivian

**Organization:** Riverside County Superintendent of Schools, 4015 Lemon Street, Riverside, CA 92509

**Telephone:** (714) 686-1740

**Sponsoring Agency:** California State Dept. of Education, Sacramento

**Contract/Control No.:** 33-10330-3-0-304

**Funding Period:** Start Date 01 Oct 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$19,690



**Descriptors:** \*Dental Assistants, \*Nursing, \*Instructional Materials, \*Allied Health Occupations Education, \*Health Materials, \*Learning Modules, Sex Fairness, Medical Assistants  
**Identifiers:** State, Proposal

A minimum of three learning activity packets (LAPs) will be completed for each of four previously completed core curriculum guides on dental auxiliary occupations, nursing, medical assisting, and hospital health services. The LAPs will be free from sex bias and stereotypes and will include strategies to improve the balance of males and females in the programs. The LAPs also will be designed for disadvantaged and handicapped students. Four project consultants and volunteers selected from health occupations teachers, advisory committee members, health program administrators, and students will participate in the project development. In-service workshops will be held to disseminate the LAPs.

000326

**New Curriculum for Business Education****Project Director:** Nelken, Ira**Organization:** Ira Nelken and Associates, Inc, 315 Orient Street, Chico, CA 95926**Telephone:** (916) 895-8177**Sponsoring Agency:** California State Dept. of Education, Sacramento**Contract/Control No.:** 8534**Funding Period:** Start Date 08 Aug 79; End Date 30 Jun 80**Fiscal Year Funding:** \$64,680 (Charged to FY 1979)

**Descriptors:** \*Competency Based Education, \*Business Education, \*Clerical Occupations, \*Finance Occupations, \*Entry Workers, Community Colleges, Secondary Education, Adult Education, Postsecondary Education

**Identifiers:** \*Emerging Occupations, State, Proposal

A comprehensive, performance-based instructional program based on the California business education program guide format will be developed for use in community colleges and adult and high schools. Curriculum and instructional strategies will focus on four new and emerging occupations in business education: legal and medical clerical, banking and finance, and word processing. Tasks performed by entry-level workers will be defined; performance objectives developed; and criterion referenced performance tests developed, validated, and revised. Nine one-day workshops will be presented statewide. Three thousand copies each of the four publications will be printed.

**COLORADO****Research (Sec. 131)**

000329

**Area Vocational School Delivery System****Project Director:** Spooner, Kendrick L.**Organization:** Center for Education and Management, Inc, 25455 Weld County Road 50, Kersey, CO 80644**Telephone:** 284-6274**Sponsoring Agency:** Colorado State Dept. of Education, Denver**Contract/Control No.:** R 80-2**Funding Period:** Start Date 01 Jan 80; End Date 30 Aug 80**Fiscal Year Funding:** \$19,495

**Descriptors:** \*Area Vocational Schools, \*Delivery Systems, \*Program Evaluation, \*Administrative Personnel, Management Information Systems, Secondary Education

**Identifiers:** State, Proposal

A management information system review of each area vocational school (AVS) delivery system will be conducted to describe the structure, services, programs, problems, and other characteristics, the impact of services to students, and the local school administrators' perceptions of the AVS system. Secondary school and AVS administrators will be surveyed, and site reviews of selected area vocational schools and their cooperating schools will be completed. A final evaluation report and abstract will be prepared, and a presentation will be made at the Colorado vocational education workshop.

000328

**Identification of Factors Causing No-Shows and Noncompleters in Vocational Education Programs****Project Director:** Spooner, Kendrick L.**Organization:** Center for Education and Management, Inc, 25455 Weld County Road 50, Kersey, CO 80644**Telephone:** 284-6274**Sponsoring Agency:** Colorado State Dept. of Education, Denver**Contract/Control No.:** R 80-4**Funding Period:** Start Date 01 Jan 80; End Date 30 Jun 80**Fiscal Year Funding:** \$9,160

**Descriptors:** \*Dropout Identification, \*School Holding Power, \*Dropout Prevention

**Identifiers:** State, Proposal

This study will identify no-shows for vocational programs, non-completers of vocational programs, and reasons why students do not show up for class or do not complete programs. Recommendations will be developed to improve the percentage of completers and decrease the number of no-shows. Counselors also will be surveyed. A final technical report and a popularized final report will be written, a presentation will be made at a summer workshop.

000327

**Comparison of the Relative Benefits of Associate Degrees Versus Certificates in Vocational Education****Project Director:** Luchsinger, Leland B.**Organization:** Colorado State University, Fort Collins, CO 80523**Telephone:** 491-5267**Sponsoring Agency:** Colorado State Dept. of Education, Denver**Contract/Control No.:** R 80-7**Funding Period:** Start Date 08 Feb 80; End Date 30 May 80**Fiscal Year Funding:** \$4,949

**Descriptors:** \*Employer Attitudes, \*Associate Degrees, \*Certificates, Job Skills

**Identifiers:** State, Proposal

Major employers of vocational program graduates will be surveyed to determine whether any significant differences exist in the way employers view and accept vocational program graduates with AA/AAS degrees versus those with certificates or AOS degrees. The relative merits, if any, to vocational program graduates of associate degrees versus certificates or AOS degrees, when programs are of equal occupational content, quality, and length, will be determined. A literature review will be completed. A final report and a valid, reliable, tested instrument for surveying business and industry will be produced.

**CONNECTICUT****Exemplary and Innovative (Sec. 132)**

000356

**Hispanic Vocational Exploration Project****Project Director:** Fletcher, Lillian Morales**Organization:** Nuestra Casa, Inc, 60 Jay St New London, CT 06320**Sponsoring Agency:** Connecticut State Dept. of Education, Hartford**Contract/Control No.:** PS79-1875**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$30,600

**Descriptors:** \*Spanish Speaking, \*Student Recruitment, \*Occupational Aspiration, \*Career Exploration, \*Educationally Disadvantaged, Regional Schools

**Identifiers:** State, Proposal

Orientation courses will be offered to small groups of Hispanic youths at regional vocational and technical schools to broaden the occupational aspirations and opportunities for youth with academic, socioeconomic, or other handicaps. An ongoing dialogue with the vocational and technical schools will be initiated to evaluate the validity of the project and to explore other possibilities for serving this population and increasing the number of Hispanic students in voca

tional schools.

## FLORIDA

### Research (Sec. 131)

000357

#### Computerized Management System for Competency-Based Curriculum.

Project Director: Shumate, Gloria

Organization: St. Petersburg Vocational-Technical Institute, P.O. Box 4860, Clearwater, FL 33518

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1C11

Funding Period: Start Date 01 Mar 80, End Date 30 Jun 80

Fiscal Year Funding: \$35,000

Descriptors: \*Computer Managed Instruction, \*Competency Based Education, \*Program Effectiveness, \*Articulation Education, \*Educational Planning, Academic Achievement, Job Placement, Follow-up Studies

Identifiers: State, Proposal

Project objectives will include facilitating the conversion from traditional to competency-based curricula, computerizing the management of student competencies, measuring program effectiveness, and providing student placement and follow-up information. A model computerized management system for competency-based vocational education will be developed. Procedures will include identifying specific programs and competencies to be computerized, developing a system for generating data, utilizing data to implement competency-based programs and to measure student achievement for job placement, and assessing student achievement data for program planning and articulation between vocational programs and institutions.

000358

#### Context Evaluation and Status Study of Vocational Education in Florida.

Project Director: Stakenas, Robert

Organization: Florida State University, Tallahassee, FL 32306

Telephone: (904) 6435

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-2C21

Funding Period: Start Date 01 Sep 79, End Date 30 Jun 80

Fiscal Year Funding: \$19,500

Descriptors: \*Research Reports, \*Program Descriptions, \*Educational Policy, Program Evaluation

Identifiers: State, Proposal

The background and status of vocational education in Florida will be studied and interpreted to produce a comprehensive description to provide a basis for planning and evaluating current programs and for determining the validity of current vocational education policy. A design will be developed for the study. After the reported data has been distributed, the study will be revised based on evaluation information. A final report will be delivered.

000359

#### Health Education Consortium.

Project Director: Gullledge, Earl

Organization: Okaloosa-Walton Junior College, Niceville, FL 32578

Telephone: (904) 678-5111

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1C11

Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80

Fiscal Year Funding: \$50,000

Descriptors: \*Articulation Education, \*Allied Health Occupations Education, \*Consortia, \*Nursing Education, \*Job Skills, Allied Health Personnel, Institutional Cooperation

Identifiers: State, Proposal

A consortium to improve articulation of programs for health care workers will be formed to meet a projected need for increased numbers of health care workers. A working task force of nursing

faculty representing participating schools, health agencies, industry representatives, and the state board of nursing will be organized to formulate a plan for strategies to enhance career mobility based on a study of existing models. A list of competencies for each of the five levels of nursing will be determined. Additionally, an advisory committee composed of representatives of institutions in the consortium and regional industry will be established. An operational plan for implementation of an articulated nursing program is expected to result.

000360

#### Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Schools.

Project Director: Thomas, Hollie B.

Organization: Florida State University, Tallahassee, FL 32306

Telephone: (904) 644-6298

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1C19

Funding Period: Start Date 1 July 79

Fiscal Year Funding: \$17,500

Descriptors: \*Enrollment Influences, \*Test Results, \*Functional Literacy, \*Remedial Programs, \*Student Evaluation, Surveys, Secondary Education, School Holding Power, Educational Assessment, Admission Criteria, Basic Skills

Identifiers: State, Proposal

Using a mechanized information system as a source for rate of failure by district and enrollment figures for vocational programs, staff will conduct a survey to assess the impact of the state student assessment test on the participation of secondary students in vocational education. Remediation practices and their results, the effects of functional literacy and basic skills tests on vocational education course enrollment, and the holding power of vocational programs will be among the areas investigated. Based on data analysis a final report including recommendations will be delivered.

000361

#### Systematic Model for Validating Equipment Uses in Selected Marketing and Distributive Education Programs.

Project Director: Buckner, Leroy, Gildan, Kate

Organization: Florida Atlantic University, Boca Raton, FL 33432

Telephone: (305) 395-5100

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1C11

Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80

Fiscal Year Funding: \$4,800

Descriptors: \*Educational Equipment, \*Marketing, \*Distributive Education, \*Equipment Utilization, Check Lists, Use Studies, Job Skills

Identifiers: State, Proposal

A model for equipment selection, based on competencies needed for employment in selected specialized programs, will be developed, validated, and field tested. The model will be used to update and validate existing equipment lists. An onsite visitation will be conducted to determine equipment use and visits to industry doing business in the selected areas will be conducted to produce a comprehensive list of competencies and related equipment needs. A panel of experts will be convened to validate equipment selection.

000362

#### Systematic Approach to the Establishment and Validation of Equipment Standards in Selected Program Areas.

Project Director: Heggen, James

Organization: Florida A&M University, Tallahassee, FL 32307

Telephone: (904) 599-3529

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1C11

Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80

Fiscal Year Funding: \$30,000

Descriptors: \*Equipment Standards, \*Space Utilization, \*Purchasing, \*Equipment Maintenance

Identifiers: State, Proposal

One or more systematic approaches to establish and validate equipment standards in selected program areas and a formula for determin-

ing the space requirement for each piece of equipment will be developed and field tested. Criteria will be established for equipment standards and validation procedures, taking into consideration systems now used. The project should result in a model for selecting, purchasing, and maintaining vocational education equipment. A final report will be delivered.

000363

#### Assessment of Needs Related to Sex Bias and Sex-Role Stereotyping in Florida Vocational Programs.

Project Director: Sorg, Steven

Organization: University of Central Florida, Orlando, FL 32816

Telephone: 345-2286

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1C11

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$25,000

Descriptors: \*Needs Assessment, \*Sex Bias, \*Sex Fairness, Sex Role, Sex Stereotyping, Measurement Techniques

Identifiers: State, Proposal

An existing method will be used to assess needs relative to sex bias and sex role stereotyping in Florida vocational education programs. An advisory committee of sex equity experts will generate goal statements describing ideal conditions; instruments will be developed and field tested for use in surveying perceived practices concerning sex bias and sex role stereotyping. Priorities will be assigned to identified needs, and a final report of the findings will be delivered.

### Exemplary and Innovative (Sec. 132)

000320

#### Florida Vocational-Technical Education Consortium of States (V-TECS) Development Project.

Project Director: Hunter, Wallace D.

Organization: Florida A&M University, Tallahassee, FL 32307

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-2E21

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$75,000

Descriptors: \*Task Analysis, \*Behavioral Objectives, \*Competency Based Education, \*Criterion Referenced Tests, Secondary Education, Postsecondary Education, Check Lists

Identifiers: \*Vocational Technical Education Consortium States, State, Proposal

Catalogs of competencies in selected occupational areas or domains will be developed. Each catalog, consisting of performance objectives, performance guides, and tool and equipment lists, will be developed by a survey using a systems approach. This method, used by each of the sixteen member states of the consortium, will include analysis of the state of the art of the occupation, and development and administration of an occupational inventory. A survey of incumbent workers and computer analysis of the results will provide validated performance objectives and guides for each competency. The completed catalogs will be used as the basis for development of curriculum instructional materials in vocational education and will be distributed at both the secondary and postsecondary level.

000364

#### Reduction of Sex Stereotyping in Vocational Education Programs.

Project Director: Becker, William J.

Organization: University of Florida, Gainesville, FL 32611

Telephone: (904) 392-0502

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1D11

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$25,638

Descriptors: \*Sex Stereotypes, \*Program Effectiveness, Literature Reviews

Identifiers: State, Proposal

A literature search will be conducted to identify activities effective

in reducing sex stereotyping. Programs in Florida which have been successful in eliminating stereotyping and activities which have been implemented will be identified and contrasted with less successful programs and activities. An advisory committee of four teacher educators and four regional supervisors will serve as consultants. A research report will be delivered.

000365

#### Designers' Showcase House Student Project.

Project Director: Shumate, Gloria

Organization: St. Petersburg Vocational-Technical Institute, P.O. Box 4688, Clearwater, FL 33518

Telephone: (813) 442-1171

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1D13

Funding Period: Start Date 01 Mar 80, End Date 30 Jun 80

Fiscal Year Funding: \$2,500

Descriptors: \*Interior Design, \*Experiential Learning, \*School Community Relationship, \*School Business Relationship, Public Relations

Identifiers: State, Proposal

Students will create plans for individual rooms of the designers' showcase house which will be evaluated by advisory committee members. Students will then submit isometric working drawings of any custom furniture to be fabricated, place orders for any supplies needed, and submit a detailed budget. Students will gain hands-on experience in estimating and ordering, and confidence in their skills and in their ability to communicate with the public. The business and professional community, as well as the public, will become aware of the program and of the abilities of the students. A final report, a brochure, and a photo series will be prepared.

000366

#### Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Education Programs.

Project Director: Thomas, Hollie B.

Organization: Florida State University, Tallahassee, FL 32306

Telephone: (904) 644-6298

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract/Control No.: 0-1B31

Funding Period: Start Date 01 Mar 80, End Date 30 Jun 80

Fiscal Year Funding: \$10,000

Descriptors: \*Bilingual Education, \*Educational Principles, \*Cultural Differences, \*Teacher Characteristics, \*Standards, English Second Language, Equal Education

Identifiers: State, Proposal

This project will result in uniform standards for bilingual vocational education programs to help assure Florida's limited English speaking population equal access to vocational education, and, therefore, to equal employment opportunities. Staff requirements unique to working with limited-English-speaking students, facilities, equipment, and materials needed for teaching such students, curriculum components, and cultural and philosophical differences among the students, teachers, and the dominant population will be identified. Criteria and standards for bilingual vocational education programs will be developed and a process model for those standards developed and field tested. A final report will be delivered.

## GEORGIA

### Research (Sec. 131)

000330

#### Project to Develop and Field Test a Student Assessment System.

Project Director: O'Kelly, George, Jr.

Organization: University of Georgia, 628C Aderhold Hall, Athens, GA 30602

Telephone: (404) 542-3891

Sponsoring Agency: Georgia State Dept. of Education, Atlanta

**Funding Period:** Start Date 01 Dec 79; End Date 30 Nov 80

**Fiscal Year Funding:** \$75,000

**Descriptors:** \*Equivalency Tests, \*Transfer Policy, \*Student Evaluation, \*Student Records

**Identifiers:** State, Proposal

A student assessment system for transferring credit will be designed and a student competency record consistent with Georgia's needs developed to complete the initial cycle of the state's articulation effort. Conditions and procedures for credit by waiver or examination will be identified. Strategies for performance testing on a sampling basis and domain-referenced tests in selected occupations will be developed. The system will be field tested and validated. An executive summary, admissions guide, competency verification guide, and final report will be prepared.

000367

### Work Experience Program for Postsecondary State and Area Vocational-Technical Schools in Georgia.

**Project Director:** Eason, Ken

**Organization:** Athens Area Vocational-Technical School, U.S. Highway 29 North, Athens, GA 30601

**Telephone:** (404) 549-2360

**Sponsoring Agency:** Georgia State Dept. of Education, Atlanta

**Contract Control No.:** 98436

**Funding Period:** Start Date 08 Apr 80, End Date 30 Apr 81

**Fiscal Year Funding:** \$6,250

**Descriptors:** \*Experiential Learning, \*Career Counseling, \*School Business Relationship, \*Work Experience Programs, Postsecondary Education, Special Education

**Identifiers:** State, Proposal

A model postsecondary vocational and technical work experience program will be developed, field tested, revised, and implemented. The program will allow students to identify their strengths and weaknesses, provide vocational guidance for employment success, facilitate adjustment for special needs students, and develop school-industry relationships by providing opportunities for employers to observe employees and evaluate occupational programs. An implementation guide also will be developed.

000368

### Comprehensive Achievement Monitoring.

**Project Director:** Byrd, Judy, Wright, Gerry

**Organization:** Griffin-Spalding School System, P.O. Drawer N, Griffin, GA 30224

**Telephone:** (404) 227-9478

**Sponsoring Agency:** Georgia State Dept. of Education, Atlanta

**Contract Control No.:** 98542

**Funding Period:** Start Date 20 May 80; End Date 31 Dec 80

**Fiscal Year Funding:** \$5,000

**Descriptors:** \*Computer Programming, \*Behavioral Objectives, \*Pretests, Posttests, Achievement Tests

**Identifiers:** State, Proposal

As a management tool for vocational and math teachers, computer programming for a comprehensive achievement monitoring project (CAM) will be purchased, and a system of course objectives with pretests, posttests, and retest items will be developed and automated. Potential impact will relate to evaluating the system for possible standardization of vocational objectives and test items and adoption in other school systems. The system will provide a management tool for teachers. A final report will be delivered.

## IDAHO

### Research (Sec. 131)

000369

### Procedural Manual Relating to Vocational Special Needs and Special Education for Idaho.

**Project Director:** Parks, A. Lee

**Organization:** University of Idaho, Moscow, ID 83843

**Telephone:** (208) 885-6150

**Sponsoring Agency:** Idaho State Dept. of Education, Boise

**Contract/Control No.:** R-10-80

**Funding Period:** Start Date 01 Jan 80; End Date 30 Jun 80

**Fiscal Year Funding:** \$5,000

**Descriptors:** \*Special Education, \*Program Guides, \*Needs Assessment, \*Program Development, Secondary Education

**Identifiers:** State, Proposal

A procedures manual for secondary special education needs and programs in Idaho will be developed. Needs will be identified and reviewed. The manual will include organization, planning, and administration; fiscal management; service delivery; personnel; facilities and equipment, student identification; assessment; and individualized education programs. A report of the research will be delivered.

## ILLINOIS

### Research (Sec. 131)

000370

### State Guide for Industrial Education, K-Adult.

**Project Director:** Sredl, Henry J.

**Organization:** University of Illinois, 345 Education Building, Urbana, IL 61801

**Telephone:** (217) 333-0807

**Sponsoring Agency:** Illinois State Office of Education, Springfield

**Contract/Control No.:** R-31-20-X-0415-154

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$79,133

**Descriptors:** \*Industrial Education, \*Educational Planning, \*Teacher Certification, \*Program Guides, Program Evaluation, Inservice Teacher Education, Information Networks, Preservice Teacher Education, Elementary Secondary Education, Postsecondary Education

**Identifiers:** State, Proposal

To promote improved industrial education planning and service, a state guide for industrial education, K-adult, will be developed. Criteria for evaluating programs, for planning and operating preservice and in-service teacher education courses or programs, and for state teacher certification will be outlined. A communications network among industrial educators and related individuals and groups, and a general advisory committee will be established.

000371

### Development and Validation of a Teacher Education Program for Agriculture (Continuation).

**Project Director:** Hemp, Paul; Swanson, Burton

**Organization:** University of Illinois, College of Education, Urbana, IL 61801

**Telephone:** (217) 333-3166

**Sponsoring Agency:** Illinois State Office of Education, Springfield

**Contract/Control No.:** R-31-20-X-0415-251

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$24,030

**Descriptors:** \*State Standards, \*Teacher Education, \*Agricultural Education, \*Program Evaluation, Vocational Education Teachers, \*Teacher Effectiveness, Articulation Education, Higher Education

**Identifiers:** State, Proposal

A list of fifteen to twenty standard and 100 or more operational procedures which identify and describe high quality agriculture teacher education programs will be revised based on survey information from phase 1. A conference to promote articulation in teacher education programs among four Illinois universities, and a statewide conference of cooperating teachers will be held. A Teacher Education Program Review Kit which universities can use to evaluate and improve their programs will be prepared. A final report will be delivered.

000332

### Fair and Innovative Recruitment (FAIR).

**Project Director:** Stitt, Beverly; Anderson, Marcia



**Organization:** Southern Illinois University, Carbondale, IL 62901  
**Telephone:** (618) 453-3321  
**Sponsoring Agency:** Illinois State Office of Education, Springfield  
**Contract/Control No.:** R31-10X-0413-297  
**Funding Period:** Start Date 15 Aug 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$19,979  
**Descriptors:** \*Student Recruitment, \*Equal Education, \*Competency Based Teacher Education, \*Program Development, Secondary Education, \*Workshops, Postsecondary Education  
**Identifiers:** State, Proposal

A model for use by local education agencies to prepare a recruitment program that is fair regardless of racial, sexual, physical, cultural, or age status will be developed, pilot tested, revised, and disseminated using performance-based teacher education methodology in a workshop. A camera ready copy of the model and guidelines for use in secondary and postsecondary schools and a final report will be prepared.

## Exemplary and Innovative (Sec. 132)

000333

### Minigrants for Implementing Innovative Programs in Rural Southern Illinois (Continuation).

**Project Director:** Rawlinson, Jack  
**Organization:** Southern Illinois University, Carbondale, IL 62901  
**Telephone:** (618) 453-5733  
**Sponsoring Agency:** Illinois State Office of Education, Springfield  
**Contract/Control No.:** R-32-30-X-0442-350  
**Funding Period:** Start Date 15 Nov 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$34,993  
**Descriptors:** \*Needs Assessment, \*Grants, \*Educational Innovation, \*Rural Schools, \*School Districts, \*Program Development, Research, Curriculum, Inservice Education  
**Identifiers:** State, Proposal

A needs assessment of districts in Division of Adult Vocational and Technical Education (DAVTE) regions 5 and 6 will be conducted to identify occupational education research, developmental curriculum, and in-service education needs. The results of the needs assessment will be analyzed, and specific kinds of activities desired by local education agencies will be identified. Through Southern Illinois Occupational Education Laboratory, a minigrant program will be instituted to aid districts in meeting special problems. Minigrant activities will be disseminated at a conference for rural vocational educators. The final report will describe specific activities undertaken.

000334

### Development of Career Cluster Materials (Continuation).

**Project Director:** Gnaedinger, John P.  
**Organization:** Soil Testing Services, Inc, 111 Pfingsten Road, Northbrook, IL 60062  
**Telephone:** (312) 273-5440  
**Sponsoring Agency:** Illinois State Office of Education, Springfield  
**Contract/Control No.:** R-32-30-X-0415-145  
**Funding Period:** Start Date 01 Sep 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$80,000  
**Descriptors:** \*Career Education, \*Teaching Guides, \*Audiovisual Aids, \*Occupational Clusters, Secondary Education  
**Identifiers:** State, Proposal

A career awareness program and materials for use by junior high and high schools will be developed. The reading level of booklets to be used in the program will be modified to grades 7-9 and a camera-ready copy of a teacher's guide will be produced. Slide/tape presentations keyed to wall charts will be produced for each of sixteen career cluster areas. In addition, an advisory committee will review materials developed in the first two years of the project. A final report will be written.

### Solar Energy Installers Curriculum Guides.

**Project Director:** Walker, Gene C.  
**Organization:** College of DuPage, 22nd Street and Lambert Roads, Glen Ellyn, IL 60137  
**Telephone:** (312) 858-2800  
**Sponsoring Agency:** Illinois State Office of Education, Springfield  
**Contract/Control No.:** R-33-10-X-0442-316  
**Funding Period:** Start Date 17 Sep 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$10,748  
**Descriptors:** \*Job Skills, \*Solar Radiation, \*Curriculum Guides, \*Energy, Entry Workers, Career Ladders, Evaluation Methods, Educational Strategies, Educational Resources, Course Objectives, Promotion Occupational  
**Identifiers:** State, Proposal

Job competencies including minimum competencies for the job entry for solar energy installers will be determined. Additionally, career ladders, criteria for promotion, measurable objectives, teaching and evaluation strategies for each objective, and a listing of instructional resources will be included. The resulting program will provide necessary training for manpower needs in solar energy.

000373

### Competency-Based Curriculum Guides for Horticulture.

**Project Director:** Huntley, Robert G.  
**Organization:** College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137  
**Telephone:** (312) 858-2800  
**Sponsoring Agency:** Illinois State Office of Education, Springfield  
**Contract/Control No.:** R-33-10-X-0442-317-317  
**Funding Period:** Start Date 17 Sep 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$13,590  
**Descriptors:** \*Curriculum Guides, \*Ornamental Horticulture, \*Competency Based Education, Instructional Materials, Criterion Referenced Tests, Check Lists, Behavioral Objectives  
**Identifiers:** State, Proposal, \*Vocational Technical Education Consortium States

Two curriculum guides using Vocational Technical Education Catalog Consortium of States (VTECS) will be developed for ornamental horticulture. VTECS tasks will be verified, teaching and evaluation strategies and teaching resources for each objective will be identified, and training and field test sites will be developed.

000331

### Curriculum Guide: Business Education into the Eighties (Continuation).

**Project Director:** Alexander, Wilma Jean  
**Organization:** Illinois State University, 421 F Stevenson Hall, Normal, IL 61761  
**Telephone:** (309) 438-7893  
**Sponsoring Agency:** Illinois State Office of Education, Springfield  
**Contract/Control No.:** R-33-30-X-0442-109  
**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$56,740  
**Descriptors:** \*Curriculum Guides, \*Business Education, \*Equal Education, \*Information Dissemination, Technological Advancement, Audiovisual Instruction  
**Identifiers:** State, Proposal

The state curriculum guide, 'Business Education for the Seventies,' will be revised to reflect the philosophy of business educators and changes in technology. It will be presented in a format which can be updated regularly throughout the 1980s. The guide will provide a basis for equalizing educational opportunities in business education throughout the state. Seminars will be conducted statewide to disseminate the guide. A slide/tape program will be developed to aid in the dissemination process. A final report will be written.

## INDIANA

## Curriculum Development (Sec. 133)

## Research (Sec. 131)

000372

000321

**Vocational Education Information Services.****Project Director:** Harris, Robert C.**Organization:** Indiana University, Bryan Hall 210, Bloomington, IN 47405**Telephone:** (812) 337-8104**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis**Contract/Control No.:** 3-80-III-14**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80**Fiscal Year Funding:** \$90,000**Descriptors:** \*Library Services, \*Library Acquisition, \*Data Bases, \*Information Dissemination, \*Educational Innovation; \*Newsletters**Identifiers:** State, Proposal**Descriptive Note:** This project also received \$5,000 under Sec. 134 for FY 1980

To make state and national administrators more aware of Indiana's innovative programs, nine special reports and four issues of 'Communique' will be published. About 200 bibliographies and documents will be added to the VEIS collection to improve library services to vocational educators and to provide them with access to materials, allowing them to make informed choices on new projects and classes. Dissemination activities will be coordinated, and in-house data bases will be maintained.

000336

**Indiana curriculum Materials Center, FY 1979-80.****Project Director:** Di Lapore, Philip**Organization:** Indiana State University, Terre Haute, IN 47809**Telephone:** 232-6311**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis**Contract/Control No.:** 4-80-III-1**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80**Fiscal Year Funding:** \$140,000**Descriptors:** \*Instructional Materials Centers, \*Information Dissemination, \*Resource Materials, Instructional Materials**Identifiers:** State, Proposal

The Indiana Curriculum Materials Center (ICMC) will provide acquisition, storage, and dissemination of printed, audiovisual, and instructional materials for statewide distribution to vocational educators. The center also will provide consultative and informational services and select sites to implement and evaluate the vocational instructional materials developed in Indiana and modified for use by individuals working with special needs students. The ICMC will provide promotional materials and in-service programs to ensure that vocational educators receive maximum benefits from ICMC products and services.

000374

**Annual Plan Development for Area Vocational School District 46.****Project Director:** Clerk, John**Organization:** Evansville-Vanderburgh School Corporation, One SE Ninth Street, Evansville, IN 47708**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis**Contract/Control No.:** 44-80-III-1**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80**Fiscal Year Funding:** \$4,000**Descriptors:** \*Educational Planning, \*Needs Assessment, \*Long Range Planning, \*Educational Resources, Area Vocational Schools, Educational Cooperation, Secondary Education, Postsecondary Education**Identifiers:** State, Proposal

A plan for Area Vocational School District 46 will be developed for fiscal year 1980 and fiscal years 1981-85. Needs for supportive services and program improvement activities and resources available to meet the needs will be identified. The plan will be coordinated with secondary and postsecondary institutions.

**Development and Implementation of Plans for Program Improvement.****Project Director:** Jessup, Roger L.**Organization:** Mississinewa Community Schools, 424 West Main Street, Gas City, IN 46933**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis**Contract/Control No.:** 45-80-III-1**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80**Fiscal Year Funding:** \$28,000**Descriptors:** \*Regional Planning, \*Postsecondary Education, \*Cooperative Planning, \*Vocational Schools**Identifiers:** State, Proposal

Coordinated regional and local plans which identify activities, resources available, and resources needed to meet identified needs will be developed for each area vocational program and postsecondary institution for fiscal years 1978-1985. A regionwide cooperative program for vocational education planning will be organized and coordinated.

000322

**Vocational Curriculum Development and Implementation Workshop—Phase I.****Project Director:** Dresslar, David**Organization:** Metropolitan School District of Lawrence Township, 7601 East 56th Street, Indianapolis, IN 46226**Telephone:** (317) 849-9455**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis**Contract/Control No.:** 46-80-III-1**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80**Fiscal Year Funding:** \$4,000**Descriptors:** \*Teacher Workshops, \*Curriculum Planning, Curriculum Development, Horticulture, Building Trades, Auto Mechanics, Welding, Electronics, Food Service, Secondary Education**Identifiers:** State, Proposal

In phase I of a long-range curriculum development plan, curriculum will be developed and implemented in horticulture, building trades, auto mechanics, small engines, commercial foods, welding, auto body, and electronics programs. Two one-week workshops will be held for teachers, administrators, and outside resources to develop the curriculum, including occupational titles, safety components, measurable objectives, and student evaluation procedures.

000403

**Plan Development for Perry County Area Vocational Education Program.****Project Director:** Pedro, Neal E.**Organization:** Tell City-Troy Township School Corporation, 1321 Fulton Street, Tell City, IN 47586**Telephone:** (812) 547-3300**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis**Contract/Control No.:** 150-80-III-1**Funding Period:** Start Date 15 Jan 80; End Date 10 Jan 81**Fiscal Year Funding:** \$4,000**Descriptors:** \*Long Range Planning, \*Needs Assessment, \*Educational Planning, Educational Resources, Secondary Education, Postsecondary Education, Educational Cooperation, Area Vocational Schools**Identifiers:** State, Proposal

A plan for the Perry County area vocational educational program will be developed to include supportive services and program improvement activities for fiscal year 1980 and fiscal years 1981-85. Needs will be identified and described, and resources available to meet the needs will be identified. The plan will be coordinated between secondary and postsecondary institutions.

**Curriculum Development (Sec. 133)**

000337

100375

**Develop and Implement a Performance-Based Program in Auto Mechanics.**

**Project Director:** Keiser, Jerry; MacQwan, John  
**Organization:** Area 10 Vocational Cooperative, 565 S. Main Street, Monticello, IN 47960  
**Telephone:** (219) 583-9639  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 16-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80  
**Fiscal Year Funding:** \$4,000  
**Descriptors:** \*Competency Based Education, \*Inservice Teacher Education, \*Test Construction, \*Auto Mechanics, \*Criterion Referenced Tests, Postsecondary Education, Secondary Education  
**Identifiers:** State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000338

**Develop and Field Test Domain-Referenced Tests in Auto Mechanics.**

**Project Director:** Thompson, James L.  
**Organization:** Tippecanoe School Corporation, Area Vocational District 19, 21 Elston Road, Lafayette, IN 47905  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 22-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80  
**Fiscal Year Funding:** \$2,424  
**Descriptors:** \*Competency Based Education, \*Inservice Teacher Education, \*Test Construction, \*Auto Mechanics, \*Criterion Referenced Tests, Secondary Education, Postsecondary Education  
**Identifiers:** State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction, and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000339

**Develop and Field Test Domain-Referenced Tests in Auto Mechanics.**

**Organization:** Benton Community School Corporation, Box 512 Fowler, IN 47944  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 23-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80  
**Fiscal Year Funding:** \$2,424  
**Descriptors:** \*Competency Based Education, \*Inservice Teacher Education, \*Test Construction, \*Auto Mechanics, \*Criterion Referenced Tests, Postsecondary Education, Secondary Education  
**Identifiers:** State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

000335

**Development of Performance-Based Vocational Education****Materials in Printing.**

**Project Director:** Carnahan, Joyce Ann  
**Organization:** Twin Rivers Vocational Area/South Knox School Corporation, P.O. Box 388, Monroe City, IN 47557  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 24-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80  
**Fiscal Year Funding:** \$2,424  
**Descriptors:** \*Printing, \*College High School Cooperation, \*Competency Based Education, \*Test Construction, Inservice Teacher Education, Criterion Referenced Tests  
**Identifiers:** State, Proposal

Project staff will develop one job title to the domain-referenced test level in printing, develop working relationships with the Vincennes University printing department, and allow for future planning of inservice programs for secondary and postsecondary printing teachers. A chart of communications for the secondary and postsecondary printing programs in the area will also be developed.

000340

**Development of Performance-Based Materials in Floriculture.**

**Project Director:** Bobe, Robert  
**Organization:** North Knox School Corporation, R.R. 1, P.O. Box 187, Bicknell, IN 47512  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 25-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Jun 80  
**Fiscal Year Funding:** \$2,424  
**Descriptors:** \*Floriculture, \*Test Construction, \*Competency Based Education, \*College High School Cooperation, \*Criterion Referenced Tests, Instructional Materials, Secondary Education, Postsecondary Education  
**Identifiers:** State, Proposal

One job title in floriculture will be completed to the domain-referenced test level in cooperation with the Vincennes University horticulture department. Learning content will be determined and learning content limits set. The project should result in improved communication between secondary and postsecondary programs.

000341

**Vincennes University Printing Articulation through Testing.**

**Project Director:** Whitkanack, Ken  
**Organization:** Vincennes University, 1002 North First Street, Vincennes, IN 47591  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 26-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80  
**Fiscal Year Funding:** \$2,424  
**Descriptors:** \*Printing, \*Competency Based Education, \*College High School Cooperation, \*Articulation Education, \*Test Construction, \*Criterion Referenced Tests, Models, Secondary Education, Postsecondary Education  
**Identifiers:** State, Proposal

A domain-referenced test (DRT) for one printing task domain and secondary/postsecondary articulation model for use of the DRT will be developed. The model, for use in assessing students' skills, will be refined and revised as needed. In addition, the model will improve printing instruction and prevent duplicate instruction, saving on time, materials, energy, and machine wear.

000342

**Development and Implementation of Domain-Referenced Testing in Vocational Welding.**

**Project Director:** Sterrett, Dan  
**Organization:** Blue River Vocational-Technical Center, 789 St. Joseph Street, Shelbyville, IN 46176  
**Sponsoring Agency:** Indiana State Board of Vocational And Technical Education, Indianapolis  
**Contract/Control No.:** 28-80-III-3  
**Funding Period:** Start Date 01 Oct 79; End Date 30 Sep 80

**Fiscal Year Funding:** \$2,424

**Descriptors:** \*Competency Based Education, \*Welders, \*Test Construction, \*Criterion Referenced Tests, Secondary Education, Postsecondary Education

**Identifiers:** State, Proposal

A domain-referenced testing model for welder's helper will be developed and implemented to ensure that students are more compatible with industry's needs, and to improve recruitment and selection procedures. The state survey of job titles and related tasks will be analyzed, postsecondary educators and industry personnel will be consulted, and tests to measure each skill will be developed. The model will be field tested with a sample of vocational students.

## KENTUCKY

### Research (Sec. 131)

000344

**Review, Revision, and Field Test of Mining Careers and Safety Course of Study.**

**Project Director:** Shell, Vicki

**Organization:** Murray State University, Murray, KY

**Telephone:** (502) 762-3392

**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$16,210

**Descriptors:** \*Technical Occupations, \*Instructional Materials, \*Safety Education, \*Secondary Education

**Identifiers:** \*Mining, State, Proposal

The scope, sequence, lesson plans, and other support materials for the mining careers and safety program will be reviewed, revised and field tested to develop a uniform secondary level curriculum with valid instructional components. Workshops for those persons involved with mining careers and safety programs will be planned and conducted.

000343

**Limited-English-Speaking Ability (LESA) Vocational Education in Kentucky: Identification of Successes and Barriers to Success.**

**Project Director:** Adams, Susan

**Organization:** Western Kentucky University, Center for Career and Vocational Teacher Education, Bowling Green, KY 42101

**Telephone:** (502) 745-3441

**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$19,627

**Descriptors:** \*English Second Language, \*Program Effectiveness, \*Non English Speaking, \*Program Evaluation, \*Success

**Identifiers:** State, Proposal

Personal, educational, and social factors that may be perceived as barriers to effective participation in vocational education by students of limited-English-speaking ability (LESA) will be identified. Vocational education programs which are providing effective vocational education for LESA students in Kentucky will be identified and described, and recommendations for improving the quality of vocational education for LESA students will be made. Instruments for teacher and administrator interviews will be developed and field tested. Classroom observation data on LESA students in twenty-four vocational education classrooms will be collected by trained observers. Validated instruments will be used to collect two sets of SET data for all LESA students designated for observation.

000345

**Research: Program Review Response Capability.**

**Project Director:** Tipton, Bettie R.

**Organization:** Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, KY

**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort

**Contract/Control No.:** XO4810013F

**Funding Period:** Start Date 01 Jun 79; End Date 31 Dec 79

**Fiscal Year Funding:** \$2,500

**Descriptors:** \*Needs Assessment, \*Program Planning, \*Evaluation Criteria, \*Program Development, Research Utilization

**Identifiers:** State, Proposal

Needed statewide program improvements will be identified based on an analysis of program review data. The criteria used to prioritize program improvements will be identified by a group recommended by the task force for evaluation and approved by the state director of vocational education. The criteria will be distributed to division directors, unit directors, and a random sample of teacher educators for their recommendations. The director of planning, the director of program development, unit directors for each program area, the director of equity, and the director of program supporting services will plan the strategies to implement the most critical program improvement needs.

### Exemplary and Innovative (Sec. 132)

000309

**Coordination of Career Exploration Experiences in Hopkins County (Continuation).**

**Project Director:** Zellich, Linda

**Organization:** Hopkins County Board of Education, 537 West Arch Street, Madisonville, KY 42431

**Telephone:** (502) 821-7070

**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort

**Contract/Control No.:** B34880013F

**Funding Period:** Start Date 15 Aug 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$22,298

**Descriptors:** \*Career Exploration, \*Nontraditional Occupations, \*Sex Fairness, \*School Community Relationship, \*Practical Arts, \*Service Occupations, Grade 7, Grade 8, Resource Guides, Community Resources, Audiovisual Centers, Elementary Education, Junior High Schools

**Identifiers:** State, Proposal

Project staff will continue a coordinated plan for exchanging resources and information among the school system, vocational programs, and the community; incorporate sex equity features into the overall plan and program activities including experiences in nontraditional occupations, further develop existing practical arts career exploration programs and develop a comprehensive career exploration plan for seventh and eighth grades; and continue to increase and promote the use of community and vocational school resources for career exploratory experiences and activities. The slide, tape presentation on the Madisonville state vocational-technical school and the health occupations annex will be updated and revised. Products will include a career library of audiovisual materials, activity and curriculum guides with particular emphasis on the personal services occupational cluster, color videotapes, and a practical arts brochure.

000310

**How to... Strategies for Sex Equity.**

**Project Director:** Hay, Donald L.

**Organization:** Morehead State University, Morehead, KY

**Telephone:** 783-2158

**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort

**Contract/Control No.:** 168880013F

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$15,200

**Descriptors:** \*Sex Fairness, \*Nontraditional Occupations, \*Nontraditional Education, \*Student Recruitment, Sex Bias, Audiovisual Communications

**Identifiers:** State, Proposal

Project staff will help to overcome sex bias by training students in nontraditional occupations and businesses; helping local industries meet affirmative action goals by providing students trained in such occupations; developing and implementing a pilot program for attracting students into nontraditional programs in agriculture, home economics, industrial education, business and office education, and allied health education, and making the recruitment of students into nontraditional programs an ongoing activity. This project will be replicated in at least two state vocational schools. An advisory com-



mittee on sex equity with representatives from state vocational regions 9, 10, 11 will be formed. Brochures, posters, slides, and videotapes will be produced to be used in recruitment programs.

000307

**Word Processing Center.****Project Director:** Harcourt, Jules**Organization:** Murray State University, Murray, KY**Telephone:** (502) 762-4185**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$15,900**Descriptors:** \*Demonstration Centers, \*Office Occupations Education, \*Inservice Teacher Education, \*Preservice Teacher Education, Laboratories**Identifiers:** \*Word Processing, State, Proposal

A word processing center which will serve as a demonstration site; a statewide facility for teacher education workshops, seminars, and conferences; a demonstration office education program combining training and work; a preservice teacher education program; and a demonstration project to enhance Kentucky's educational program content and image will be established. Educational programs of varying lengths will be offered year-round and will range from a six-credit course to thirty-minute conducted tours and demonstrations. Feedback instruments will be developed and administered to all participants.

000308

**Model for Evaluating Specialized Programs in Marketing and Distributive Education.****Project Director:** Litchfield, Carolyn**Organization:** Kentucky University, Lexington, KY**Telephone:** (502) 257-2998**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$6,500**Descriptors:** \*Educational Evaluation, \*Evaluation Methods, \*Marketing, \*Distributive Education, Conventional Instruction**Identifiers:** State, Proposal

A model for evaluating traditional specialized marketing and distributive education programs will be developed. Research instruments which can be used for evaluation will be identified, and new instruments will be designed and field tested in a specialized program. A final report including normative data will be delivered.

000311

**Instructional Unit on Farm Records and Analysis Systems.****Project Director:** Dickens, John W.**Organization:** University of Kentucky, Department of Agricultural Education, Lexington, KY**Sponsoring Agency:** Kentucky State Dept. of Education, Frankfort**Funding Period:** Start Date 01 Jul 79**Fiscal Year Funding:** \$12,653**Descriptors:** \*Agricultural Education, \*Vocational Education Teachers, \*Farm Accounts, \*Inservice Teacher Education, \*Adult Farmer Education, \*Instructional Materials, Secondary School Teachers, Adult Educators, Recordkeeping**Identifiers:** State, Proposal

An instructional unit using the Kentucky farm record book and an inventory booklet will be developed for adult and high school vocational agriculture teachers. Four two-day regional workshops on use of the unit will be conducted. After the unit is field tested and evaluated, 450 copies will be printed for dissemination.

**MISSOURI****Research (Sec. 131)**

000304

**Development of an Individualized and Group Instructional Pro-****gram Based on Financial Management for Adult and Young Farmers in Vocational Agriculture Programs in Missouri.****Project Director:** Weston, Curtis R.**Organization:** University of Missouri-Columbia, Columbia, MO 65211**Telephone:** (314) 882-3232**Sponsoring Agency:** Missouri State Dept. of Elementary and Secondary Education, Jefferson City**Contract/Control No.:** 80-131-600-2 (116-116)**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$49,347**Descriptors:** \*Adult Farmer Education, \*Young Farmer Education, \*Computer Oriented Programs, \*Competency Based Education, \*Agricultural Education, \*Money Management, Skill Analysis, Task Analysis, Curriculum Development, Instructional Materials  
**Identifiers:** State, Proposal

To increase the enrollment of young farmers in the program, project staff will develop materials to be used by adult and young farmer teachers. Research will be conducted to identify competencies needed in areas of financial management; identify specific tasks and skills related to each competency; and verify these competencies, tasks, and skills with adult and young farmers, vocational agriculture teachers of adults, and representatives of agribusinesses. A computer-based analysis system for farm records and specific enterprise-analysis computer-based analysis system for farm records and specific enterprise-analysis computer output information will be developed to enable adult and young farmers to achieve the related competencies. Staff also will develop input forms to use in transferring information from the recordbook to the computer center and for running trial programs, self-contained, competency-based curriculum materials for use in initiating the program; guidelines and criteria for administering the program; and additional computer programs that can be used with remote data terminals or minicomputers. A computer center will be selected and an advisory committee organized to carry out the program. A final report will be delivered.

000306

**Resource Directory for Special Needs Students.****Project Director:** Behymer, Jo**Organization:** University of Missouri-Columbia, 316 Hill Hall, Columbia, MO 65211**Telephone:** (314) 882-6523**Sponsoring Agency:** Missouri State Dept. of Elementary and Secondary Education, Jefferson City**Contract/Control No.:** 80-131-600-3 (116-116)**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$15,000**Descriptors:** \*Instructional Materials, \*Teaching Methods, \*Educational Resources, \*Career Development, \*Occupational Information, \*Exceptional Persons, \*Resource Materials, Secondary Education**Identifiers:** State, Proposal

Research will be conducted for producing a directory to encourage and assist special needs students in career planning, and to increase the enrollment of these students in vocational education programs. Project staff will identify and describe specific jobs and clusters appropriate for types of special needs persons, and identify career ladders, criteria for advancement, and training programs available in those occupations. In addition, staff will identify, describe, and categorize special curriculum models, instructional aids and techniques, and teaching resources. Further research will identify appropriate techniques and job development, redesign, and placement. Research will involve a literature review; designing instruments to survey schools, students, employees, and agencies; and visiting exemplary programs. Following review by an advisory committee, the directory will be disseminated. A final report will be delivered.

000376

**Competency-Based Curriculum Units for Adult Consumer Home Economics.****Project Director:** Abbott, James W.**Organization:** Rockhurst College, Urban Staff Planning and Development Center, Inc, 5225 Troost, Kansas City, MO 64110

Telephone: (816) 361-7515

Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Contract/Control No.: 80-131-600-6

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$27,940

Descriptors: \*Homemaking Education, \*Adult Education, \*Consumer Education, \*Competency Based Education, Parenthood Education, Nutrition Instruction, Visual Aids

Identifiers: State, Proposal

Project research will provide the basis for developing competency-based units for persons lacking basic skills and experiences in homemaking. Project staff will develop and disseminate 200 copies each of curriculum units in parenting, consumer education, resource management and nutrition. The self-contained teaching units will be used in consumer home economics by teachers of adult students. One hundred copies each of units in the same categories will be developed and disseminated for use by teachers of adult students in urban center cities. To accomplish this, staff will prepare behavioral objectives, design pretests, and determine the vocabulary to be learned in each unit. Ten self-contained teaching activities and lessons will then be created for each unit along with a review page, posttest, visuals, and a bibliography. A field test will be conducted and needed revisions will be made before the product is finalized. A final report will be delivered.

000377

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies.

Project Director: Petty, Gregory C.

Organization: University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education, 405 General Classroom Building, Columbia, MO 65211

Telephone: (314) 882-8391

Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Contract/Control No.: 80-131-600-7 (116-116)

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$16,843

Descriptors: \*Working Attitudes, \*Affective Behavior, \*Instructional Materials, \*Teaching Methods, \*Teacher Effectiveness, Material Development, Teacher Workshops, Job Skills

Identifiers: State, Proposal

Research will be conducted to develop instructional materials to teach understanding of work habits, attitudes, and values required of specific occupations, thereby enhancing the possibility of job success for future vocational and technical graduates in Missouri. Project staff will identify essential and common affective worker characteristics of all vocational service areas and determine the characteristics related to two vocational programs that are also common among occupations. Instructional materials and lesson procedures will be developed to enable students to acquire the selected affective work competencies. After curriculum materials have been disseminated to selected Missouri schools, staff will compare the affective work competencies of student with those of workers. Teaching strategies will be judged by comparing treatment and control groups. A final report will be delivered.

## Exemplary and Innovative (Sec. 132)

000305

Initiate a Competency-Based Welding Program in Five Missouri Area Vocational Schools for students with Special Needs and Varying Abilities.

Project Director: Schwandt, Robert C.

Organization: State Fair Community College, Area Vocational-Technical School, 1900 Clarendon Road, Sedalia, MO 65301

Telephone: (816) 826-7100

Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Contract/Control No.: 80-132-600-1 (126-126)

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$35,000

Descriptors: \*Competency Based Education, \*Welding, \*Teaching Guides, \*Exceptional Persons, \*Audiovisual Instruction, Program Development, Slides, Curriculum Development, Student Placement, Videotape Recordings, Area Vocational Schools

Identifiers: State, Proposal

The competency-based welding curriculum and related materials developed in this project will serve as a prototype for vocational-technical schools to aid in the acceptance and development of programs for vocational students with special needs. A mediated package will be produced for use by vocational educators in understanding the competency-based instruction methods and techniques. Project staff will select or develop two slide programs—one for school districts, administrators, and instructors on the advantages and characteristics of competency-based vocational instruction and another for vocational and technical instructors on the procedures in implementing competency-based education. Project staff also will develop and test a teaching guide and related competency-based welding curriculum for use with special needs students, develop a handbook for use by welding instructors and counselors in placing students in the proper welding sequences, and develop three videotapes demonstrating to other vocational educators techniques for teaching special needs students. Five area vocational technical schools will be identified as field test sites, and an advisory committee will be selected to review the competency list and all project products. Modules will be reviewed and evaluated by instructors and the director, and competency-based programs will be implemented in the test sites.

## Curriculum Development (Sec. 133)

000378

Missouri Vital Information for Education and Work (VIEW).

Project Director: Grogan, James H.

Organization: Hannibal School District, 15955 New Halls Ferry Road, Florissant, MO 63031

Telephone: 921-4450

Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City

Contract/Control No.: 80-133-600-3 (096-088)

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$96,738

Descriptors: \*Instructional Materials, \*Microfilm, \*Career Education, \*Delivery Systems, \*Information Dissemination, \*Inservice Education, Secondary Education, Postsecondary Education, Guides, Audiovisual Instruction

Identifiers: State, Proposal

The size of the Missouri VIEW microfilmed aperture card deck will be increased from 550 to 600 scripts, and the 550 career scripts developed during 1978-79 will be updated. The Missouri VIEW student guide and student and adult versions of the Missouri VIEW exploration handbook will be refined, the training institutions deck containing information on postsecondary institutions and vocational and technical schools will be updated. An updated slide/cassette tape program for use in teacher and counselor workshops and in-service training in selected school districts which receive the VIEW system will be provided.

## MONTANA

### Exemplary and Innovative (Sec. 132)

000379

Project Prime (Continuation).

Project Director: Johnson, Judy

Organization: Easter Seal Society, Helena, MT 59601

Telephone: 422-2061

Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena

Contract/Control No.: 80-6201-05-22-99-0043

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$56,012

**Descriptors:** \*Disadvantaged Youth, \*Career Counseling, \*Rural Schools, \*Employment Opportunities, \*Disabilities, \*Student Evaluation, Senior High Schools, Job Analysis, Work Experience

**Identifiers:** State, Proposal

Project Prime, coordinated by the Montana Easter Seal Society, has been developed to facilitate vocational counseling and evaluation in rural high schools and to provide work experience, job assessment, and awareness of job opportunities in the state. The screening process to be used in rural schools and Helena public schools will include rules and regulations for special education. Student assessment will include results of individual achievement tests, psychological and physical examination, and evaluation of work aptitudes and attitudes. Evaluations will be conducted by the Evaluation and Career Development Center of Helena Industries. Efforts for student guidance and job placement will be coordinated with currently available jobs. An advisory board will serve the project and a complete vocational assessment and aptitude packet to be made available to guidance counselors will include information on vocational training or job placement for rural handicapped and disadvantaged students.

## Curriculum Development (Sec. 133)

000380

**Industrial Occupational Information for Secondary School Students.**

**Project Director:** Polette, Doug

**Organization:** Montana State University, Bozeman, MT 59717

**Telephone:** 944-0211

**Sponsoring Agency:** Montana State Office of the Superintendent of Public Instruction, Helena

**Contract/Control No.:** 80-5703-05-23-16-0026

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$6,642

**Descriptors:** \*Industrial Arts, \*Behavioral Objectives, \*Occupational Information, \*Program Guides, Secondary Education, School Business Relationship, Career Choice

**Identifiers:** State, Proposal

An occupational education guide for industrial careers will be developed and field tested. Based on data collected from business and industry throughout the state, a list of performance objectives will be developed for secondary industrial arts program. The information will be compiled into a booklet and presented in conjunction with current industrial arts curriculum guides to instructors in workshops. With the completed guide, instructors will be able to demonstrate the need for training in particular occupations and the benefits and future outlook of specific occupational areas, and will better prepare students to choose which vocational program they enter. Project results will be sent to officials and interested instructors throughout the state.

000381

**Distributive Education Audiovisual Materials Laboratory.**

**Project Director:** Newville, Ron

**Organization:** Bozeman High School, Bozeman, MT 59715

**Telephone:** 586-3361

**Sponsoring Agency:** Montana State Office of the Superintendent of Public Instruction, Helena

**Contract/Control No.:** 80-1605-05-23-99-0502

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$4,000

**Descriptors:** \*Audiovisual Instruction, \*Audiovisual Centers, \*Distributive Education, \*Instructional Materials, \*Teacher Education, Secondary Education, Information Dissemination, Marketing

**Identifiers:** State, Proposal

All marketing and distribution teachers will be supplied with up-to-date printed and audiovisual materials to supplement their traditional curriculum materials. Materials also will be supplied to teacher education programs to give distributive education majors an up-to-date philosophy in business and marketing. A uniform state curriculum in

business and marketing will be presented. In the future all materials will be purchased at the recommendation of teachers and teacher education programs.

000382

**Review and Revision of the Montana Business Education Curriculum Guidelines.**

**Project Director:** Frost, Floyd

**Organization:** Montana State University, Bozeman, MT 59717

**Telephone:** 994-4421

**Sponsoring Agency:** Montana State Office of the Superintendent of Public Instruction, Helena

**Contract/Control No.:** 80-5703-06-25-99-0016

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$4,280

**Descriptors:** \*Business Education, \*Instructional Materials, \*Disabilities, Curriculum Development, Sex Fairness

**Identifiers:** State, Proposal

Secondary business teachers representing different regions within the state and the project director will review and revise business education curriculum guidelines to include current office and business changes. Subject area objectives will be revised to include information which will eliminate sex and racial biases and stereotyping in business and office employment. The updated curriculum will provide teachers with suggestions for teaching the handicapped and sources for obtaining additional information. The curriculum will be disseminated statewide.

000383

**Consumer Homemaking Curriculum Revision.**

**Project Director:** Parsons, Angelina

**Organization:** Montana State University, Bozeman, MT 59717

**Sponsoring Agency:** Montana State Office of the Superintendent of Public Instruction, Helena

**Contract/Control No.:** 80-5703-05-23-99-0023

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$5,350

**Descriptors:** \*Consumer Education, \*Instructional Materials, \*Home Economics, \*Teacher Education Workshops, \*Teacher Developed Materials, \*Behavioral Objectives, Secondary Education, Postsecondary Education

**Identifiers:** State, Proposal

Fifteen home economics teachers will participate in a one-week workshop on the curriculum development process. These teachers will analyze and revise the scope and sequence of materials developed in 1978 and will develop learner outcomes to accompany the revised materials. The consumer homemaking curriculum materials will be printed in booklet form and distributed to all Montana home economics teachers during Autumn, 1980. A final report on the curriculum revision process and teacher evaluations of the workshop sessions will be delivered.

## NEBRASKA

### Curriculum Development (Sec. 133)

000303

**Nebraska Vocational Curriculum Resource Center (Continuation).**

**Project Director:** Nelson, Beverly J.

**Organization:** Kearney State College, Center for Vocational Education, Kearney, NE 68847

**Sponsoring Agency:** Nebraska State Dept. of Education, Lincoln

**Funding Period:** Start Date 01 Oct 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$16,997

**Descriptors:** \*Educational Resources, \*Resource Centers, \*Instructional Materials, \*Information Dissemination, \*Curriculum Evaluation

**Identifiers:** State, Proposal

A center for acquiring and disseminating vocational curriculum materials will be continued to serve as a focal point for the collection,

acquisition, dissemination, and diffusion of vocational education curriculum materials and as a facilitating mechanism for the systematic review and evaluation of curriculum materials for possible adoption for vocational education instruction. Task force meetings will be held as needed for assessing and reviewing the curriculum center's activities.

## NEVADA

### Exemplary and Innovative (Sec. 132)

000401

#### Home Economics Related Occupations Instructional Modules.

Project Director: Chapin, Carol

Organization: Washoe County School District, 425 East Ninth Street, Reno; NV 89512

Sponsoring Agency: Nevada State Dept. of Education, Carson City

Contract/Control No.: 2676-WCSD-80

Funding Period: Start Date 01 Apr 80; End Date 30 Jun 81

Fiscal Year Funding: \$22,640

Descriptors: \*Learning Modules, \*Basic Skills, \*Occupational Home Economics, School Business Relationship, Job Skills, Instructional Materials

Identifiers: State, Proposal

A series of home economics related occupations (HERO) instructional modules which will emphasize basic reading and mathematical skills will be developed to help students build entry-level skills for job placement in the area. Home economics teachers will work in industry to observe and collect data from which the modules will be developed and distributed statewide.

000402

#### Special Needs of Handicapped High School Students.

Project Director: Jenny, Don

Organization: Carson City School District, P O Box 603, Carson City, NV 89701

Sponsoring Agency: Nevada State Dept. of Education, Carson City

Contract/Control No.: 2676-CCSD-FY80

Funding Period: Start Date 01 May 80; End Date 30 Jun 81

Fiscal Year Funding: \$44,240

Descriptors: \*Learning Disabilities, \*Learning Laboratories, \*Career Guidance, \*Mild Mental Retardation, \*Special Education, \*Mental Retardation, Secondary Education

Identifiers: State, Proposal

To better prepare students to obtain entry-level jobs commensurate with their ability and in selected service occupations, project staff will provide vocational learning opportunities for high school students identified as educable mentally handicapped and severely learning disabled. A laboratory program similar to the actual work situation will be established for each occupational area. After an evaluation and orientation in each area, students will select the area in which they are most interested and capable. An in-depth description of the program which could be replicated in other school-districts will be delivered.

## NEW HAMPSHIRE

### Exemplary and Innovative (Sec. 132)

000388

#### New Directions for Vocational Education in Colebrook and Other Rural or Small Centers.

Project Director: Pinette, Richard E.

Organization: Supervisory Union 7, 10 Bridge Street, Colebrook, NH 03576

Telephone: (603) 237-5571

Sponsoring Agency: New Hampshire State Dept. of Education, Concord

Contract/Control No.: 08602

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$6,000 (Charged to FY 1979)

Descriptors: \*Program Development, \*Educational Planning, \*Rural Schools, \*School Community Relationship, \*Vocational Training Centers, Program Guides, Advisory Committees

Identifiers: State, Proposal

A manual, 'New Directions—A Guide for Establishing a Vocational Center in a Rural Area,' will be developed to include practices that proved to be successful in returning planned vocational education to the area. An advisory committee composed of local residents will be organized, and meetings will be held with area selectmen, school boards, school administrators, local news services, and area service clubs. The manual will include an analysis of past plans rejected by voters, the new or corrective plan, a record of how the advisory committee members were identified and their part in developing the new plan, copies of the questionnaire developed to obtain citizen input, a record of how local control groups were identified and meetings scheduled with such groups, and the materials necessary to gain voter acceptance at the annual school district meeting.

### Curriculum Development (Sec. 133)

000389

#### Establishment and Maintenance of a State Vocational Learning Resource Center.

Project Director: Kitlan, Dorothea

Organization: Keene State College, Mason Library, Keene, NH 03431

Sponsoring Agency: New Hampshire State Dept. of Education, Concord

Contract/Control No.: 09079

Funding Period: Start Date 01 Oct 80; End Date 30 Jun 80

Fiscal Year Funding: \$14,000 (Charged to FY 1979)

Descriptors: \*Learning Resource Centers, \*Resource Materials, \*Educational Resources, \*Instructional Materials, Information Dissemination, Library Circulation, Disabilities, Disadvantaged, Nontraditional Occupations, Sex Fairness

Identifiers: State, Proposal

A resource center will be established to disseminate vocational education resource and curriculum materials on new and changing occupational fields, handicapped and disadvantaged persons, of limited English speaking ability, guidance and testing materials designed to overcome sex bias and sex stereotyping, support services to help teachers meet the needs of students enrolled in programs traditionally limited to the opposite sex, and other materials to improve the state's program. The present collection of materials and equipment necessary to house and use them will be moved from the Occupational Education Resource Center at Durham. Criteria for delimiting the present collection, accepting new entries, and setting circulation policies will be developed in cooperation with an advisory committee. One-third of the collection will be integrated into the Learning Resource Center's collection the first year. A list of available materials will be published and disseminated.

## NEW JERSEY

### Research (Sec. 131)

000390

#### Development of Student Achievement Measures for Vocational Education.

Project Director: Schaefer, Carl J.

Organization: Rutgers, the State University, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08903

Telephone: (201) 932-7937

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract/Control No.: 80 131 SREG 815

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$20,000

Descriptors: \*Criterion Referenced Tests, \*Test Construction,



**\*High School Graduates, \*Achievement Tests, Interstate Programs, Student Evaluation**

**Identifiers:** State, Proposal

Between six and eight states will develop, prepare for implementation, and field test eight to ten criterion-referenced student achievement measures for secondary school vocational graduates. It is anticipated that about sixty measures covering all fields of vocational education will be developed over a three-year period. New Jersey will assume responsibility for one or two tests and provide input into all the others. New Jersey will also organize a steering committee of local directors and state department personnel and establish linkages with the National Occupational Competency Testing Institute. Research results will provide a system of feedback for both the improvement of instruction and the recognition of individual student achievement for employment purposes.

**000391**

**Vocational Assessment of the Chronic Mentally Ill Student.**

**Project Director:** Turner, Floyd D.

**Organization:** New Jersey College of Medicine and Dentistry, Rutgers Medical School, Box 101 Hoes Lane, Piscataway, NJ 08854

**Telephone:** (201) 463-4351

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80131 SRE 808

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$48,139

**Descriptors:** \*Test Interpretation, \*Evaluation Methods, \*Vocational Rehabilitation, \*Schizophrenia, \*Diagnostic Tests, \*Career Development, Test Reliability, Standardized Tests

**Identifiers:** State, Proposal

To improve the assessment phase of vocational education rehabilitation and thus improve education and rehabilitation outcomes for schizophrenic persons, this study will establish the reliability and validity of diagnostic and evaluative measures which have been used to evaluate the career development of schizophrenic clients and develop procedures for administering measures originally used with normal populations. Test scores for schizophrenic clients on both unstandardized and standardized measures of vocational potential will be examined to determine the reliability and validity of these measures for the schizophrenic population. Those clients who receive both tests will be analyzed separately.

## Exemplary and Innovative (Sec. 132)

**000392**

**Project for the Completion of Special Summer Projects.**

**Project Director:** Bryant, Doris D.

**Organization:** New Brunswick Public Schools, 24 Bayard Street, New Brunswick, NJ 08901

**Telephone:** (201) 745-5250

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80132 SEMG 808

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$5,918

**Descriptors:** \*School Safety, \*Cooperative Education, \*Program Development, \*Occupational Surveys, Advisory Committees, Curriculum Development, Cocurricular Activities, Secondary Education, Labor Needs

**Identifiers:** State, Proposal

A vocational advisory committee will be established to develop priorities for developing and improving the district's career and vocational programs. Project staff will complete a mandatory districtwide vocational safety plan and an industrial survey to determine current labor market needs. The introduction to vocations curriculum at Redshaw Junior High School will be reviewed and revised to expand occupational areas. Cooperative education personnel will submit a calendar of joint activities for students and descriptions of cooperative advisory committee functions for the coming school year. A document illustrating the responses of the industrial survey will be prepared and analyzed to make recommendations for vocational program improvement.

**000393**

**Improving Basic Skills Through Vocational Education.**

**Project Director:** Alston, LeRoy

**Organization:** South Brunswick Township Board of Education, Major Road, Monmouth Junction, NJ 08852

**Telephone:** (201) 329-6808

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80132 SEMG 812

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$3,000

**Descriptors:** \*Skill Development, \*Teaching Methods, \*Basic Skills, \*Low Achievement, Inservice Teacher Education, Vocational Education Teachers, Program Evaluation, Student Evaluation, Material Development

**Identifiers:** State, Proposal

The instructional and behavior management techniques that work best to increase students' basic skills will be developed to enable vocational educators to bridge the gap between low basic skills and entry-level employment skills. Vocational education students who test below the thirty-fifth percentile on the California Achievement Test will be identified and a management plan developed for workshops and training sessions that will include technicians, instructors, administrators, advisory committee members, and funding agency designees. Thirty hours of in-service training will be provided to help vocational instructors recognize students' problems, and to develop an appropriate teaching process for basic skills improvement, and to develop specific materials for each vocational program area. At least one workshop a month will be conducted to evaluate the process and materials and to ensure that a progressive learning pattern is established. Student progress will be evaluated by comparing achievement with students not enrolled in the program and are receiving remedial help, comparing pre- and posttest scores on each unit, and using results of state testing. Data on activities, training resources, workshops, and evaluation will be compiled in a single document for distribution in the district and statewide.

**000394**

**Proposed Model for Development of Proficiency and Equivalency Tests for Clinical Laboratory Personnel.**

**Project Director:** Dietrick, Marie C., Zane, Hannah D

**Organization:** New Jersey College of Medicine and Dentistry, School of Allied Professions, 100 Bergen Street, Newark, NJ 07013

**Telephone:** (201) 456-4769

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80132 SEMG 818

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$13,500

**Descriptors:** \*Experiential Learning, \*Medical Laboratory Assistants, \*Bachelor's Degrees, \*Equivalency Tests, \*Advanced Placement Programs, \*Allied Health Personnel, Curriculum Development

**Identifiers:** State, Proposal

A model for recognizing previously acquired competencies of clinical laboratory personnel for advanced placement into the medical technical baccalaureate program will be developed. The target group includes on-the-job trainees, military personnel, and medical laboratory technicians with associate or certificate degrees who wish to further their education. Proficiency and equivalency basic and advanced exams will be developed, and existing curriculum will be modified into basic and advanced modules to facilitate entry of target group individuals into the advanced program. Job competencies will be compiled and evaluated and test questions written and evaluated. Enrichment activities for those who successfully pass the exams will be identified.

**000395**

**Vocational Instruction and Basic Educational Skills (VIBES).**

**Project Director:** English, Joseph W.

**Organization:** Gloucester County Vocational Technical School, Tanyard Road, Box 186, Sewell, NJ 08080

**Telephone:** (609) 468-1445

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80 132 SEMG 822

**Fiscal Year Funding:** \$30,000

**Descriptors:** \*Remedial Programs, \*Educationally Disadvantaged, \*Disabilities, \*Special Education, \*Basic Skills, Class Activities, Individualized Instruction, Exceptional Persons

**Identifiers:** State, Proposal

Special needs students mainstreamed into regular vocational classes and low achieving educationally disadvantaged students will be provided remedial reading and mathematics activities to be developed and adapted in conjunction with vocational basics. The students attending a shared time program at an area vocational-technical school will be assessed and assigned to one of the following programs: individual instruction, small group instruction (by trade area), small skill groups (by diagnostic need), scheduled laboratory time, or classroom presentations in the employment orientation class. Students will be pre- and posttested. All materials developed by the project will be made available to all day school and evening school instructors at the county vocational-technical school; to all special education, reading, and math teachers at the sending schools; to the occupational resource center in Edison, New Jersey; and to the vocational-technical curriculum laboratory at Rutgers University.

**000396**

**Alternate School Work-Study Program.**

**Project Director:** Hila, Michaelina

**Organization:** Long Branch City Board Of Education, 6 West End Court, P.O. Box 1, Long Branch, NJ 07740

**Telephone:** (201) 229-8003

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80 132 SEMG 829

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$3,000

**Descriptors:** \*Work Study Program, \*Career Education, \*Emotional Disturbances, \*Nontraditional Education, \*Social Adjustment, Career Development

**Identifiers:** State, Proposal

Project staff will increase the effectiveness of the existing alternate school program, through implementation of a work-study program which will permit socially maladjusted or emotionally disturbed students to set positive goals for themselves. Students in the project will identify at least one occupational cluster of interest, identify at least five occupations within the cluster, identify a minimum of five good work habits, explain and define each step in the process of making a decision, write a letter of application for a job, write a resume, fill out a job application, fill out a W-4 form, define and follow the procedure for getting working papers, initiate and complete the job interview process, and obtain a job and meet all requirements necessary for that job. Participating students will sign a contract and, in addition to attending a related class daily, will work four hours a day either within the school district or at entry-level positions at Monmouth Medical Center. A resource room will be set up at the alternate school to provide students with career information.

**000398**

**Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.**

**Project Director:** Moore, Elizabeth V.

**Organization:** Middlesex County Vocational-Technical Schools, 112 Rues Lane, Box 220, East Brunswick, NJ 00816

**Telephone:** (201) 257-3300

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80 132 SEMG 832

**Funding Period:** Start Date 01 Aug 79; End Date 24 Jun 80

**Fiscal Year Funding:** \$4,475

**Descriptors:** \*Gerontology, \*Nurses Aides, \*Certification, \*Retraining, \*Competency Based Education, \*Allied Health Personnel, Nursing Homes

**Identifiers:** State, Proposal

Project staff will add a gerontological technician course to a nurses' aide program to assist nurses' aides in upgrading their skills to meet newly mandated certification requirements. The competency-based program will include sixty-six hours of basic nursing skills and thirty-

three hours of gerontology developed to meet the needs of nursing patients. Theory and clinical practice both in the nursing laboratory and in the cooperating health agency will be conducted concurrently

**000397**

**Implementation of a Gerontological Technician Course into a Nurse Aide Program According to the New State Mandates.**

**Project Director:** Moore, Elizabeth V.

**Organization:** Middlesex County Vocational-Technical Schools, 112 Rues Lane, Box 220, East Brunswick, NJ 00816

**Telephone:** (201) 257-3300

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80 132 SEMG 832

**Funding Period:** Start Date 01 Aug 79; End Date 24 Jun 80

**Fiscal Year Funding:** \$4,475

**Descriptors:** \*Gerontology, \*Nurses Aides, \*Certification, \*Retraining, \*Competency Based Education, \*Allied Health Personnel, Nursing Homes

**Identifiers:** State, Proposal

Project staff will add a gerontological technician course to a nurses' aide program to assist nurses' aides in upgrading their skills to meet newly mandated certification requirements. The competency-based program will include sixty-six hours of basic nursing skills and thirty-three hours of gerontology developed to meet the needs of nursing patients. Theory and clinical practice both in the nursing laboratory and in the cooperating health agency will be conducted concurrently

**000399**

**CIE—The Bridge to Jobs.**

**Project Director:** Walton, Lawrence A.

**Organization:** Wall Township Public Schools, P O Box 1199, Wall, NJ 07719

**Telephone:** (201) 681-4300

**Contract/Control No.:** 80 132 SEMG 848

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$33,000

**Descriptors:** \*Education Work Relationship, \*Cooperative Education, \*Films, \*Public Relations, Documentaries

**Identifiers:** State, Proposal

A twenty-minute, 16mm color film showing what cooperative education is doing to bridge the gap from school to job will be produced by a professional motion picture studio. The film, which will show students at work stations, will demonstrate in a positive way the qualities and attributes needed for success on a job. It will be part of a strategy to convince employers of the value of the program in terms of tax credits and the capability of cooperative education to provide them with beginning workers at minimum salaries. Evaluation will be based partially on placement figures for the school year in which the film is used as compared to placement figures for the previous school year.

**000400**

**Project Advance.**

**Project Director:** Foley, William J.

**Organization:** South Plainfield Board of Education, New Brunswick and Foster Avenues, South Plainfield, NJ 07080

**Telephone:** (201) 754-4620

**Sponsoring Agency:** New Jersey State Dept. of Education, Trenton

**Contract/Control No.:** 80 132 SEMG 859

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$25,590

**Descriptors:** \*Adult Vocational Education, \*Basic Skills, \*Job Placement, \*Career Counseling, \*Student Evaluation, Career Education

**Identifiers:** State, Proposal

A comprehensive career counseling and referral system will be integrated into the adult high school. Assessment packages in which skills used on the job can be translated into both high school credit and a meaningful skills profile to the employer will be developed, individual education plans based on career goals will be written, and a basic skills performance profile to document reading, writing, and

mathematical skills in terms of meaningful work contexts will be developed. During the implementation phase, adult counselors will develop education plans, qualified technicians will assess skill mastery, and students will be equipped with a job placement folder and referred to employers.

## NEW YORK

### Research (Sec. 131)

000313

**Study of Student Attrition and Retention in Occupational Education Programs at Two-Year Public and Independent Postsecondary Degree-Granting Institutions in New York State.**

**Project Director:** Cooper, Lorin

**Organization:** New York State Education Department, Bureau of Occupational Education Research, Albany, NY 12234

**Telephone:** (518) 474-6386

**Sponsoring Agency:** New York State Education Department, Albany

**Contract/Control No.:** BOER 80-1-PS

**Funding Period:** Start Date 01 Jun 79; End Date 30 Sep 80

**Fiscal Year Funding:** \$35,000

**Descriptors:** \*School Holding Power, \*Predictor Variables, \*Attrition Research Studies, Two Year Colleges, Postsecondary Education, Data Bases

**Identifiers:** State, Proposal

Statewide, sectionwide, and institutional data will be collected and analyzed for use in occupational planning, evaluation, and policy development. Factors affecting student continuance in or completion of postsecondary occupational education programs will be identified and assessed and a relevant information base provided on attrition and retention for the effective allocation of vocational education funds. About 1,800 copies of the study will be sent to admissions counselors, deans, and department heads at two-year postsecondary institutions; secondary school guidance counselors; and selected higher education personnel at the state education department.

## NORTH CAROLINA

### Research (Sec. 131)

000384

**Project Probe—Phase 3.**

**Project Director:** Dickens, Kenneth D.

**Organization:** High Point Public Schools, P O Box 789, High Point, NC 27261

**Telephone:** (919) 885-5161

**Sponsoring Agency:** North Carolina State Board of Education, Raleigh

**Contract/Control No.:** NC-ORU-131-002

**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80

**Fiscal Year Funding:** \$61,329

**Descriptors:** \*Staff Development, \*Regional Programs, \*Community Resources, \*Educational Administration, Program Development, Resource Materials, Human Resources, Technical Assistance, Administrator Education, Information Dissemination

**Identifiers:** State, Proposal

**Descriptive Note:** This project also received \$37,004 in state and local funds for FY 1980

In phase 3, the staff development model, Preparing Regional Occupational Personnel to Better Education (PROBE), and its components will be completed and documented; the package of supporting components, documents, and instruments will be published and distributed to potential users. During fiscal year 1980, Region 5 and two additional educational regions will receive training and technical assistance in establishing their own regional staff development programs for vocational education. Each region will select for

implementation those components of PROBE that meet its immediate needs and will establish a framework and the coordination leadership to identify supporting regional resources, assess staff development needs, plan appropriate activities, and use regional resources. The impact of the regional staff development program on vocational programs will be evaluated and the concept promoted statewide. A final report including evaluation reports will be written.

000385

**Model to Increase Sex Equity.**

**Project Director:** Dillon, Linda S.; Foell, Nelson A.

**Organization:** North Carolina State University, Department of Occupational Education, Raleigh, NC 27650

**Telephone:** (919) 737-2234

**Sponsoring Agency:** North Carolina State Board of Education, Raleigh

**Contract/Control No.:** 030680-79, 80-NCSUOE-D

**Funding Period:** Start Date 01 Mar 80; End Date 01 Mar 82

**Fiscal Year Funding:** \$8,865

**Descriptors:** \*Nontraditional Education, \*Nontraditional Occupations, \*Sex Fairness, \*Enrollment, \*Audiovisual Instruction, Community Colleges, Sex Bias, Sex Stereotypes, Conferences, Models, Vocational Educational Education Teachers, Leadership Training

**Identifiers:** State, Proposal

A model to increase enrollment in nontraditional occupational education programs in North Carolina community colleges will be developed, and direction in developing leadership programs to reduce the effects of sex bias and sex-role stereotyping among educators will be offered. Three conferences will be held, data will be collected and analyzed, and the model and support materials will be developed. The development of the model will be based on the problems which the participants face in reducing sex bias and sex stereotyping in their daily work roles so it will reflect a solution to individual community needs. Sixty sets of media materials will be produced for use with educators and the community. A final report will be disseminated.

000386

**Model for Determination of Student Attrition Causes and Trends.**

**Project Director:** Keim, David; Stevenson, Alice F.

**Organization:** Nash Technical Institute, Route 5, Box 255, Rocky Mount, NC 27801

**Telephone:** (919) 443-4011

**Sponsoring Agency:** North Carolina State Board of Education, Raleigh

**Contract/Control No.:** 030680-81, 81

**Funding Period:** Start Date 01 Mar 80; End Date 01 Jan 82

**Fiscal Year Funding:** \$19,565

**Descriptors:** \*Student Attrition, \*Dropouts, \*School Surveys, Community Colleges

**Identifiers:** State, Proposal

A model to continue to identify and analyze attrition factors relating to students in the North Carolina Community College System will be developed. The concept of attrition will be defined, dropout students will be clearly distinguished from other nonreturning students. A data collection instrument will be developed and validated; and in institutional survey to be administered to current students to determine administration, staff, and faculty procedural problems which may be related to attrition will be developed. The data from both surveys will be analyzed to determine broad and specific factors in attrition. A manual for installing and using the model will be provided to allow local institutions to conduct their own studies. The model will provide information necessary for institutional and systemwide planning.

000387

**Development of a Career Planning Center Model.**

**Project Director:** Kidd, Frank E.

**Organization:** Wilson County Technical Institute, Career Development Laboratory, P. O. Box 4305, Wilson, NC 27893

**Telephone:** (919) 291-1195

**Sponsoring Agency:** North Carolina State Board of Education,

## Raleigh

Contract/Control No.: 030680-79, 80-Wilson

Funding Period: Start Date 01 Mar 80; End Date 01 Sep 81

Fiscal Year Funding: \$11,464

Descriptors: \*Program Guides, \*Career Planning, \*Guidance Centers, \*Program Development, Community Colleges, Teacher Workshops

Identifiers: State, Proposal

The services that should be provided by a comprehensive student career planning process in community colleges will be identified; the ability of the career development laboratory to meet the needs of past and present clients will be determined statistically; and a handbook for organizing and operating a career planning center to include personnel, tests, equipment, and occupational information systems will be developed. Available literature will be reviewed, and past and present clients will be surveyed. Five fifteen-minute slide/tape programs describing the operation of a career planning center will be developed. Three one-day workshops will be held for representatives of about twenty institutions each as an in-depth orientation program to the operations of a career planning center. A final report will be delivered.

## OKLAHOMA

## Research (Sec. 131)

000314

Perceptions Relating to 'A Guide for Industrial Arts Education in Oklahoma'

Project Director: Stacy, Roger

Organization: Oklahoma State Department of Vocational and Technical Education, Division of Research, Planning, and Evaluation, 1515 West 6th Avenue, Stillwater, OK 74074

Telephone: (405) 377-2000

Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater

Contract/Control No.: OK801311009

Funding Period: Start Date 15 Feb 80, End Date 30 Jun 80

Fiscal Year Funding: \$1,000

Descriptors: \*Industrial Arts Teachers, \*Teacher Attitudes, \*State Surveys, \*Inservice Teacher Education, Industrial Arts, Instructional Innovation

Identifiers: State, Proposal

To assist in determining the need for revising curriculum materials and structuring preservice and in-service training, an opinionnaire based on the contents of 'A Guide for Industrial Arts Education in Oklahoma' will be mailed to all full-time industrial arts teachers and teacher educators to determine their beliefs and perceptions. Experiences that the teachers believe they need to adapt to the contemporary concepts in the guide and their knowledge of those concepts will be identified. Recommendations for in-service training to correct deficiencies will be made. A final report will be written.

## OREGON

## Research (Sec. 131)

000404

Disadvantaged and Handicapped Promising Practices Project, 1979-80 (Continuation).

Project Director: Jacobs, Jim

Organization: Marion Education Service District, 3180 Center Street, NE, Salem, OR 97301

Sponsoring Agency: Oregon State Board of Education, Salem

Contract/Control No.: 24-000-238

Funding Period: Start Date 01 Oct 79, End Date 30 Sep 80

Fiscal Year Funding: \$10,086

Descriptors: \*Educational Innovation, \*Disadvantaged Youth, \*Disabilities, \*Information Dissemination, \*Teaching Methods, Faculty Handbooks, Grants, Postsecondary Education, Vocational Education Teachers

Identifiers: State, Proposal

Identifiers: State, Proposal

Descriptive Note: This project also received \$10,086 under section 132 for FY 1980

Using a predetermined set of criteria, promising vocational education practices benefitting the disadvantaged and handicapped will be identified with emphasis on postsecondary practices. Results will be disseminated and a special project and grant management handbook developed.

## PENNSYLVANIA

## Research (Sec. 131)

000405

Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.

Project Director: Kuchta, Penny

Organization: Pennsylvania State University, 212 Rackley Building, University Park, PA 16802

Telephone: (814) 865-5441

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9801

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$1,354 (Charged to FY 1979)

Descriptors: \*Sex Role, \*Self Concept, \*Preschool Children, \*Parent Attitudes, \*Parenthood Education, Comparative Analysis

Identifiers: State, Proposal

The effects of parental sex-role attitudes on the concept and sex-role identity of preschool children will be determined to assist educators and parents in decision making and provide information for parenthood curricula. Sixty pairs of parents, thirty holding emerging sex-role attitudes and thirty holding traditional sex-role attitudes, will be selected in terms of their responses to a sex-role attitude measure. After identifying the two groups of parents, their preschool children's self-concept and sex-role identity will be assessed by a self-report and a projective technique respectively. Statistical analyses will be used to compare the sex, self-concept, and sex-role identity of the two groups of children. A final report will be delivered.

000407

Relationship among Vocational Educator's Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents.

Project Director: St. Pierre, Tena

Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802

Telephone: (814) 865-6331

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9803

Funding Period: Start Date 01 Jul 79; End Date 30 Nov 79

Fiscal Year Funding: \$1,327 (Charged to FY 1979)

Descriptors: \*Pregnant Students, \*Vocational Education Teachers, \*Teacher Attitudes, Sex Discrimination, Social Discrimination, Surveys

Identifiers: State, Proposal

Results from this study will provide an understanding of the relationship of vocational educator's knowledge, open-mindedness, and attitudes about childbearing adolescents and adolescent expectant fathers. Specifically, project staff will (1) examine the relationship between vocational educators' knowledge of adolescent childbearing and their attitudes toward pregnant adolescents and adolescent expectant fathers, (2) examine the relationship of vocational educators' degree of open-mindedness to their attitudes toward pregnant adolescents and adolescent expectant fathers, and (3) differentiate between vocational educators' attitudes toward pregnant adolescents and their attitudes toward adolescent expectant fathers. All members of the Pennsylvania Vocational Association will be mailed a packet of in-



struments including a cover letter, a personal data form, a knowledge inventory, an attitude scale, the Rokeach Dogmatism Scale, and a reply envelope. Statistical analyses will be done to determine the relationships of the variables. A final report will be delivered.

000406

### Professional Horticulture Competencies for Beginning and Experienced Vocational Horticulture Teachers in Pennsylvania

Project Director: Attarian, A. Ronald

Organization: Pennsylvania State University, Department of Agricultural Education, 207 Old Main, University Park, PA 16802

Telephone: (814) 865-6331

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9805

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$1,845 (Charged to FY 1979)

Descriptors: \*Horticulture, \*Agricultural Education, \*Beginning Teachers, \*Teacher Qualifications, \*Vocational Education Teachers, \*Teaching Skills

Identifiers: State, Proposal

A list of professional horticulture competencies needed by beginning vocational horticulture teachers will be generated, validated, and field tested to compare responses of beginning horticulture teachers, experienced horticulture teachers, craft committee members, administrators, and preservice agricultural education and horticulture students at Pennsylvania State University. A survey instrument for evaluating these competencies will be developed and field tested. A final report will be delivered.

000316

### Vocational Education Information Network (VEIN) Resource Dissemination for Pennsylvania (Continuation)

Project Director: Keyes, Erma D.

Organization: Millersville State College, Stayer Research and Learning Center, Millersville, PA 17551

Telephone: (717) 872-5411

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9804

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$182,999 (Charged to FY 1969)

Descriptors: \*Information Dissemination, \*Information Networks, \*Research Utilization, \*Information Services, \*Resource Materials, \*Program Effectiveness, Evaluation, Resource Centers, Instructional Materials

Identifiers: State, Proposal

The system to optimize dissemination services to individuals, agencies, and institutions involved with the design, development, delivery, and evaluation of instruction will be planned and updated. After documents for the information and resource collections on vocational education have been acquired, information and resources relevant to user needs on management, design, development, and improvement of vocational education research, programs, curriculum, and instruction will be disseminated through activities designed with the staff in the research coordinating unit, Bureau of Vocational Education, other agencies supporting state vocational education goals, and local programs. The system will then be evaluated for dissemination effectiveness and user satisfaction.

000408

### Vocational Education Needs of Handicapped Youth Research Project

Project Director: Toole, Patrick F.

Organization: Central Susquehanna Intermediate Unit 16, P.O. Box 213, Lewisburg, PA 17837

Telephone: (717) 524-4431

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9818

Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80

Fiscal Year Funding: \$40,893 (Charged to FY 1979)

Descriptors: \*Needs Assessment, \*Program Evaluation, \*Disabilities, \*Exceptional Persons, \*Educational Needs, \*Special Education, Home Instruction, Economic Development, Program Planning

Identifiers: State, Proposal

Project staff will analyze the current state of vocational preparation programs offered to handicapped students through the vocational and technical schools, home schools, and community programs. Objectives will be to expand the information base on alternative programs through researching the literature; recommend program modifications and implementation procedures; improve coordination among vocational and technical schools, special education services, and community agencies; provide technical and planning assistance and monitoring and evaluation services to demonstration projects; disseminate information to the public and other schools; survey the economic development potential for vocational education; install supporting economic development education programs in one rural and one urban setting, and evaluate and revise these programs. A final report will be delivered.

000409

### Identification of Technical Middle Management Level Job Categories for Which There Is A Training Program Need

Project Director: Scottino, Joseph

Organization: Gannon University, Perry Square, Erie, PA 16541

Telephone: (814) 871-7348

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9819

Funding Period: Start Date 01 May 80; End Date 30 Jun 80

Fiscal Year Funding: \$4,260 (Charged to FY 1979)

Descriptors: \*Technical Occupations, \*Middle Management, \*Certification, \*Employment Opportunities, \*Occupational Information, \*Job Training, \*Labor Needs, Postsecondary Education

Identifiers: State, Proposal

Technical jobs for which there are no training programs, which are difficult to fill with competent trained people, for which there is a shortage of qualified applicants, and which are difficult to fill with persons who would meet affirmative action quotas will be identified. Job descriptions that can be used as a foundation for designing certificate programs to serve businesses and industries in all sections of the state will be developed. A combination of personal interviews, telephone survey, and mail questionnaire to businesses and industries will be used to identify middle management job categories for which there is a training and employment need. A final report will be delivered.

000410

### Characteristics of Unemployed Youth

Project Director: Passmore, David Lynn

Organization: Pennsylvania State University, Division of Occupational and Vocational Studies, University Park, PA 16802

Telephone: (814) 865-8361

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 83-9820

Funding Period: Start Date 01 May 80; End Date 30 Jun 80

Fiscal Year Funding: \$4,941 (Charged to FY 1979)

Descriptors: \*Unemployment, \*Disadvantaged Youth, \*Profiles, \*Federal Programs, Employment Problems, Educational Planning

Identifiers: State, Proposal

A comprehensive review of the characteristics of unemployed youth will be provided. The characteristics will be classified according to demographic, educational, and social variables and a descriptive profile will be constructed. Implications from the analysis will be derived for planning federally reimbursed vocational education programs for populations with the most severe unemployment problems. Existing data will be used for the analysis. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000317

**Evaluation of Coordinated Cooperative Education Programs in Clearfield, Fulton and Schuylkill Counties (Continuation).****Project Director:** Welch, Frederick G.**Organization:** Pennsylvania State University, 207 Old Main, University Park, PA 16802**Telephone:** (804) 865-6331**Sponsoring Agency:** Pennsylvania State Dept of Education, Harrisburg**Contract/Control No.:** 84-9813**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$4,976 (Charged to FY 1979)**Descriptors:** \*Program Evaluation, \*Dropout Rate, \*Student Attitudes, \*Employer Attitudes, \*Cooperative Education, \*Youth Employment**Identifiers:** State, Proposal

The second year of the countywide coordinated cooperative education programs funded by the research coordinating unit in Clearfield, Fulton, and Schuylkill counties will be evaluated specifically in terms of the effect of coordinated efforts on youth unemployment and school dropout rates. Students' attitudes will be sampled concerning placement, on-the-job supervision, theory class, and extracurricular activities. Employers' reactions will be sampled concerning program effectiveness in limiting duplication and encouraging greater participation by employers. At least three meetings will be held with each of the funded programs, during which a process will be established to evaluate individual programs and to solicit information and cooperation from the project participants. A final report will be delivered.

000411

**Providing Support Services to Vocational Education Task Articulation Sites.****Project Director:** Adamsky, Richard**Organization:** Temple University, Room 455, Ritter Hall Addition, Philadelphia, Pa 19122**Telephone:** (215) 787-6012**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Funding Period:** Start Date 01 Jul 79, End Date 30 Jun 80**Fiscal Year Funding:** \$2,410 (Charged to FY 1979)**Descriptors:** \*Ancillary School Services, \*Articulation Education, \*Individualized Instruction, \*Program Development, \*Interschool Communication, \*Competency Based Education, Curriculum Development, Administrator Attitudes**Identifiers:** Open Entry Open Exit, State, Proposal

A base for individualized instruction and performance-based education will be established by developing a team effort mentality through group and individual meetings as well as materials review and feedback. By the end of the project, articulation sites staff will have made progress toward establishing a fully articulated curriculum and open communication channels among themselves and with the project consultant; articulation site leaders will have developed more positive feelings toward establishing open entry-open exit curricula.

000315

**Workshop for Area Vocational-Technical Schools (AVTS): Transition Plans, Section 504.****Project Director:** Smith, Curvin C.**Organization:** Associated Educational Consultants, Inc, McKnight and Pine Creeks Roads, P.O. Box 15073, Pittsburgh, PA 15237**Telephone:** (412) 931-2244**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Contract/Control No.:** 84-9810**Funding Period:** Start Date 01 Sep 79; End Date 31 Dec 79**Fiscal Year Funding:** \$3,780 (Charged to FY 1979)**Descriptors:** \*Workshops, \*Federal Legislation, \*Administrators, \*Accessibility For Disabled, \*Educational Facilities Planning, \*Management Development, Area Vocational Schools, Guidelines, Exceptional Person, Coordination, Agency Cooperation**Identifiers:** State, Proposal

The Associated Educational Consultants, Inc. will participate in

three regional workshops to be held at AVTSs selected by the research coordinating unit. The evaluation reports on building accessibility, conducted in 1978, will be reviewed, and three AVTSs will be recommended for workshop sites. Planning sessions for the workshop will be held and liaison with appropriate state officers and members of the federal office of civil rights will be established. With these representatives, directions for the completion of transition plans and then a model for the plans will be developed. The workshop will train local administrators in planning effective transitions for accommodating handicapped students in vocational programs to meet the federal guidelines for accessibility of facilities. A final report will be made to the research coordinating unit.

000412

**Task-Level Articulation Project between the Community College of Allegheny County College Center North, and Parkway West Area Vocational-Technical Schools (AVTS) (Continuation).****Project Director:** Whitworth, Larry L.**Organization:** Allegheny County Community College, 1130 Perry Highway, Pittsburgh, PA 15237**Telephone:** (412) 366-7000**Sponsoring Agency:** Pennsylvania State Dept of Education, Harrisburg**Contract/Control No.:** 84-9807**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$24,980 (Charged to FY 1979)**Descriptors:** \*Competency Based Education, \*Articulation Education, \*Welding, \*Job Skills, Heating, Air Conditioning, Community Colleges, Criterion Referenced Tests, Task Analysis, Educational Strategies, Inservice Teacher Education, Postsecondary Education, Job Analysis, Curriculum Evaluation**Identifiers:** State, Proposal

To produce competency-based welding instruction and continue task articulation, the welding program at College Center North will be articulated with the metal fabrication program at Parkway West. Performance objectives, criterion-referenced measures, and performance guides from the Vocational-Technical Education Consortium of States catalog will be coordinated with tasks and duties required in area industry as identified through task analyses. Additional required objectives, measures, and guides based upon specialized industrial needs will be developed. Inappropriate competencies in the Parkway West metal fabrication program or those in need of revision will be determined. The welding task-level articulation committee will sort the tasks and duties, determine a level of hierarchy for the competencies identified, and order them accordingly. Further task level articulation at the respective schools will occur among the heating and air conditioning programs. Audiovisual and resource materials for use in the articulated programs will be reviewed, purchased, and constructed; training in methods of implementing articulated competency-based curricula will be provided for College Center North and Parkway West faculty members. A final report will be delivered.

000312

**Task-Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology (Continuation).****Project Director:** Glass, Ronald J.**Organization:** Lehigh County Community College, 2370 Main Street, Schnecksville, PA 18078**Telephone:** (215) 799-1141**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Contract/Control No.:** 84-9804**Funding Period:** Start Date 01 Jul 79; End Date 30 Jun 80**Fiscal Year Funding:** \$23,720 (Charged to FY 1979)**Descriptors:** \*Articulation Education, \*Electronics, \*Task Analysis, \*Electronic Technicians, \*Institutional Cooperation, Advanced Placement, Postsecondary education, Junior Colleges, Area Vocational Schools, Secondary Education, Competency Based Education**Identifiers:** State, Proposal

The articulation process in electronics technology between the

Lehigh County Area Vocational Technical School and Lehigh County Community College will be refined through compilation and validation of a comprehensive task list by advisory committees using a mail in survey; performance objectives for each task, learning objectives, and evaluation techniques will also be developed. Applicants for admission who have an electronics background will be given the opportunity to apply for advanced placement in the open entry-open exit program. Project personnel will use the articulation in mechanical technology, civil technology, data processing, retail management, indoor environmental technology, automotive technology, allied health fields, and secretarial science at Lehigh County Community College.

000413

#### Articulation between Secondary and Postsecondary Vocational Programs (Continuation).

Project Director: Marciniak, Theresa

Organization: Reading Area Community College, Box 1706, Reading, PA 19603

Telephone: (215) 372-4721

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9808

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$24,999 (Charged to FY 1979)

Descriptors: \*Articulation Education, \*Secretaries, \*Evaluation Criteria, \*Competency Based Education, Educational Strategies, Learning Activities, Postsecondary Education, Community Colleges, Secondary Education, Task Analysis

Identifiers: State, Proposal

A model competency-based program in executive, legal, and medical secretarial science which can be replicated in other colleges will be provided. Performance standards, evaluation criteria, performance guides and resource needs for each task, and learning activities will be identified, developed, or designed by researching competency-based criteria and Vocational Technical Education Consortium of States materials, which will be compiled and rewritten for secretarial employment. A strategy for initiating the program will be delineated, and articulation agreements will be developed. Additional competency-based materials and testing instruments will be developed as needed for the secretarial specialty courses.

### Curriculum Development (Sec. 133)

000414

#### Adaptive Vocational Program for Trainable Mentally Retarded (TMR) Youngsters (Continuation).

Project Director: Pilker, Henry F.

Organization: City of Erie State Department, 1511 Peach Street, Erie, PA 16501

Telephone: (814) 871-6371

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 93-0002

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: \$23,980

Descriptors: \*Individualized Programs, \*Student Placement, \*Handicapped Students, \*Mainstreaming, \*Mental Retardation, \*Special Education, Special Services, Disabilities, Skill Development

Identifiers: State, Proposal

A screening committee, composed of vocational and special education personnel, will select ten trainable mentally retarded (TMR) students who have demonstrated some type of vocational potential and assign them to a modified vocational homeroom in the technical high school. The homeroom teacher, certified in special education, the student's parents, and the vocational-special education support team will formulate IEPs based on parental, professional, and student attitudes toward the areas of vocational education that could best benefit the student. TMR students will be placed in various vocational shops for a specific period of time to determine their vocational potential and to teach them everyday self-help skills. The process will allow staff to compile data on each youngster's experiences which will lead

to a recommendation on the student's placement in vocational settings and also allow TMR students, other students, and regular class teachers to become acquainted with each other. A final report will be delivered.

000415

#### Development of Competency-Based, Individualized Instruction Modules for Business Mathematics.

Project Director: Dye, Charles F.

Organization: York College of Pennsylvania, Country Club Road, York, PA 17405

Telephone: (717) 846-7788

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 85-9803

Funding Period: Start Date 01 Jul 79, End Date 30 Jun 80

Fiscal Year Funding: \$3,688 (Charged to FY 1979)

Descriptors: \*Learning Modules, \*Competency Based Teacher Education, \*Business Education, \*Mathematics Education, Curriculum Development, Individualized Instruction, Business Skills, Banking, Higher Education

Identifiers: State, Proposal

To better equip the business education major to teach business mathematics in the secondary and postsecondary classroom, competency based modules will be developed. Competencies for individualized instruction in three skill areas (simple interest, bank discounts, and bank reconciliations) will be established prior to construction of the modules. A final report will be delivered.

000318

#### Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations (Continuation).

Project Director: Gorth, William P.

Organization: National Evaluation Systems, Inc. 30 Gatehouse Road, Amherst, MA 01002

Telephone: (413) 256-0444

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 85-9821

Funding Period: Start Date 01 Jul 79, End Date 30 Jun 80

Fiscal Year Funding: \$25,898 (Charged to FY 1979)

Descriptors: \*Learning Modules, \*Anatomy, \*Physiology, \*Competency Based Education, \*Allied Health Occupations Education, Needs Assessment, Practical Nurses, Nurses Aides, Medical Assistants, Dental Assistants, Emergency Squad Personnel, Postsecondary Education

Identifiers: State, Proposal

Competency-based instructional modules in anatomy and physiology for use in vocational education instructional programs for practical nurses, nursing assistants, medical assistants, dental assistants, and emergency medical technicians will be developed. A needs analysis of the five health occupations will be conducted and a list of instructional objectives for each module will be developed. The modules, each based on a specified instructional objective, will be validated and field tested. A final report will be written.

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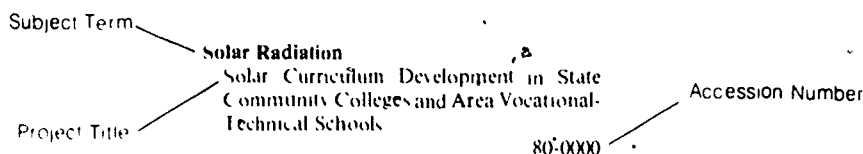
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### Program Improvement Data Base (RIVE)

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The program improvement data base developed at the National Center Clearinghouse carries information about research projects, exemplary and innovative projects, and curriculum development projects administered by state departments of education through research coordinating units. The projects reported are funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482).

Emphasis of these projects is on improvement of planning in using resources available for vocational education and manpower training, extending, improving, and where necessary, maintaining existing programs, developing new programs, overcoming sex discrimination and sex stereotyping, and providing part-time employment for needy youths.

Researchers, program planners, curriculum developers, evaluators, teachers, teacher educators, counselors, and administrators can use the data base to maintain current awareness of vocational education program improvement efforts. The data base provides resumes of each project, including project director, organization address, sponsoring agency, and fiscal year funding.

While the data base is not on-line for public use at this time, the National Center Clearinghouse provides access to information contained in the data base through several publications. *Current Projects in Vocational Education—FY 1978*, *State-Administered Projects* and the report for FY 1979, are available from the Clearinghouse and from ERIC as ED 189 445 and CE 026 372, respectively. Descriptions of projects conducting during FY 1980 and FY 1981 will be included in *Resources in Vocational Education*, available by subscription from the National Center Publications Office and through ERIC.

Other related reports available from the Clearinghouse and from ERIC are listed below. The ERIC accession number is cited in parentheses following the title.

- *Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography. Volume 1. Federally Administered Projects* (ED 170 532)
- *Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography. Volume 2. State-Administered Projects* (ED 182 499)

- *Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1976 (Parts C, D, I, and J)* (ED 138 782)

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- *Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education* (ED 174 781)

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